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ABSTRACT

This manual is designed to familiarize data users with the procedures followed for data collection and processing of the base-year school component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data files. The manual provides a wide range of information on topics related to the National Center for Educational Statistics (NCES) and the study at hand. More specifically, the report includes: an overview and history of NCES longitudinal studies, a general description of the data collection instruments used in the 1988 base-year study, the base-year sample design and weighting procedures, data collection procedures as well as schedules and results, data control and data preparation activities, data processing, organization and content of the data files and means of using them, guidelines for the Statistical Analysis System and Statistical, and several code books of school questionnaire data. The NELS:88 base-year study collected data from students, parents, teachers, and school administrators. Self-administered questionnaires and tests were the principal mode of data collection. The NELS:88 public use data files are available on four separate tapes, one for each study component. The tape for the school survey contains a file based on data for 1,015 schools. Seven data tables and seven figures are included. Appendices include the school questionnaire, a list of critical items in the school questionnaire, a record layout for the school questionnaire, specifications for the composite variables, and a description of related data files available from NCES. (TJH)

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NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual March 1990

National Education Longitudinal Study of 1988

Base Year: School Component Data File User's Manual

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"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to educa[illegible] the United States and in other nations."—Sect[illegible](b) of the General Education Provisions Act, [illegible]ended (20 U.S.C. 1221e–1).

March 1990

Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the base year school component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data files.

Use of the data tape does not require the analyst to be a statistician or sophisticated computer programmer. Most social scientists and policy analysts should find the tape organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data files and how to use them. **Chapter VII and Appendix F, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VII and Appendix F will help users to avoid common mistakes that result in costly computer job failures or incorrect results.**

The rest of the manual provides a wide range of information on a variety of topics related to the National Center for Education Statistics (NCES) and the National Education Longitudinal Study of 1988 (NELS:88). Chapter I begins with an overview and history of NCES's National Longitudinal Studies program and the various studies that it comprises. Chapter II contains a general description of the data collection instruments used in the NELS:88 base year study.

The sample design and weighting procedures used in the base year study are documented in Chapter III. A detailed discussion of the sample design, weighting procedures, sampling errors, and analyses of unit and item nonresponse patterns may be found in the *NELS:88 Base Year Sample Design Report.*[1]

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data control and data preparation activities such as monitoring receipt of questionnaires, editing and coding, and retrieval and archiving. Data processing, including the conversion of questionnaire data to machine readable form, machine editing, and construction of the merged, clean data tapes is the subject of Chapter VI. Finally, Chapter VII describes the organization and contents of the data files and provides important suggestions for using them.

The appendices contain the base year school questionnaire; a list of the critical items in the school questionnaire; the record layout for the school questionnaire; specifications for the composite variables; a description of related data files available from NCES; and guidelines for Statistical Analysis System (SAS) users. A codebook for the school questionnaire data constitutes the final section of the manual.

In addition to the core study described in this manual, a number of supplemental NELS:88 components and related education studies are also described in Appendix E. Earlier NCES longitudinal studies that may be of interest to NELS:88 users are also described in Appendix E. They include: the High School and Beyond (HS&B) base year files; merged HS&B first, second, and third follow-

1 Spencer, B.D., Frankel, M.R., Ingels, S.J., Rasinski, K.A., and Tourangeau, R., *NELS:88 Base Year Sample Design Report* (Washington, D.C.: National Center for Education Statistics, 1990).

up files; related HS&B files; and assorted files related to the National Longitudinal Study of the High School Class of 1972 (NLS-72).

A Note on Data Use and Confidentiality

The NELS:88 base year data is released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-USC 122e 1] and the Carl D. Perkins Vocational Education Act. The GEPA ensures privacy by ensuring that respondents will never be individually identified.

Under Public Law 100-297, the National Center for Education Statistics (NCES) is responsible for protecting the confidentiality of individually identifiable respondents and is releasing this data tape to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data tape associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

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Appendix A: School Administrator Questionnaire

Appendix B: Critical Items: School Administrator Questionnaire

Appendix C: Record Layout for NELS:88 School Administrator Questionnaire

Appendix D: NELS:88 Base Year School Data Weight and Composite Variables

Appendix E: NELS:88 Related Data Files and Data Files Available from the National Center for Education Statistics

Appendix F: Guidelines for Using SAS with NELS:88 School Data

Appendix G: Codebook

I. Introduction to the NELS:88 School Component

1.1 Purposes of the NELS:88 School Administrator Survey

The primary purpose of the school administrator survey was to gather general descriptive information about the educational settings in which individual NELS:88 students were enrolled in the winter and spring of 1988. Information obtained through the survey is intended to meet the following objectives: to assist in describing the learning environment and experiences of eighth grade students; and to assist in distinguishing among different characteristics of eighth grade schools and the effects of such characteristics on the transitions of students to the tenth grade and beyond.

The school questionnaire sought to collect information from the chief administrator of each base year school on school characteristics, policies, and climate. Emphasis was placed on gathering baseline data that could be used in explaining future outcomes. The following content areas were emphasized in the school questionnaire:

- General school characteristics
- Grading and/or testing structure
- School culture and academic climate
- Program and facilities information
- Parent interactions/involvement
- Teaching staff characteristics

1.2 The NELS:88 School Administrator Sample

The head administrators (principals or headmasters) of all eligible eighth grade schools in the universe of schools constituted the universe of school administrators. Identification of the sample of respondents for the school questionnaire was straightforward, following the identification of the base year school sample.

Although NELS:88 includes four separate classes of respondents (school administrators, students, parents, and teachers), only two of these classes (students; and schools, hence school administrators) were selected directly by probability sampling methods. The other two classes of respondents, parents and teachers, were selected for the study on the basis of their relationship to the sampled students.

Data were collected from principals, teachers, and parents in order to increase the conceptual and statistical power of the analyses of student data. School administrator data, then, will help to realize the primary purpose of NELS:88, the longitudinal analysis of student behavior and outcomes.

However, it should be noted that the NELS:88 school administrator file constitutes a valid national probability sample of public and private eighth grade schools and of eighth grade school principals in the United States in the 1987-88 school year. It is therefore suitable for independent cross-sectional analyses of eighth grade schools and school administrators, as well as for providing contextual data for better understanding the educational experiences of NELS:88 students. Additional

information about the base year sample design is provided in Chapter III of this manual and in the *NELS:88 Base Year Sample Design Report.*[2]

In view of the importance of school-level data for student-level analyses, a number of key classification variables were created from the school data and attached to student, teacher, and parent records. Such school-level data as school control, enrollment, grade span, Census region, and urbanicity are available even for students who were enrolled in the small number (seventeen, or less than two percent) of schools in which the school administrator did not participate by completing the school questionnaire, since this information could be obtained from the Quality Education Data (QED) files used in drawing the sample.

1.3 Structure of the NELS:88 School Administrator File

The school data file consists of 1,035 records, representing the number of school administrators from whom a school questionnaire was collected. A school questionnaire was obtained from over 98 percent of the participating schools whose students appear on the NELS:88 data files. The NELS:88 school data may be used as a standalone data set or may be linked to the other NELS:88 data files (see Chapter VII for a full explanation of data file linkages, and for a guide to the codebook).

In the pages that follow, the school user's manual provides guidance and documentation for the school administrator public release data tape for the base year of the National Education Longitudinal Study of 1988 (NELS:88). This manual also provides background information about the purposes of NELS:88's survey instruments, its sample design, and its data collection and processing procedures.

1.4 Organization of the Data User's Manuals

Four manuals have been produced for the NELS:88 base year study, one to accompany each of the four public release data tapes--the student, parent, school, and teacher manuals. Each is designed to provide the user with general information and documentation, as well as information and documentation for use with a specific public release data tape. Thus, a user can consult any one of the manuals and find that many of the same topics are covered. This redundancy was deliberately built into each manual in order to minimize the user's need to consult more than one manual and because some analysts might be interested in one particular data tape but not the others.

1.5 Overview

1.5.1 NCES's National Education Longitudinal Studies Program

The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

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2 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES's National Education Longitudinal Studies research agenda. A brief description of these studies is followed by a review of NELS:88.

1.5.2 The National Longitudinal Study of the 1970s: NLS-72

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems.

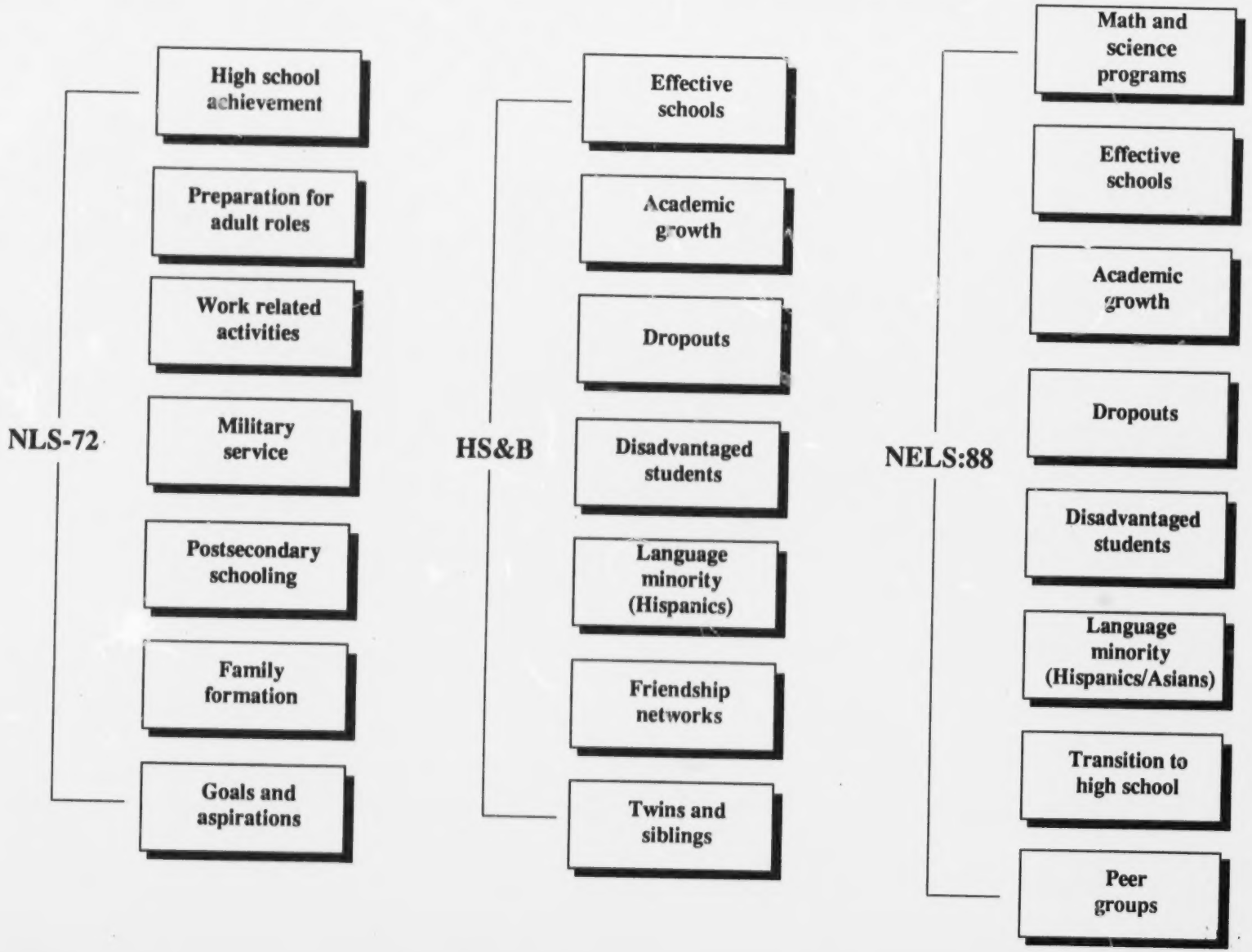
Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed. At the time of the first follow-up, an additional 4,450 students from the class of 1972 were added to the sample. Through intensive locating and tracking efforts, 13,912 of the 1972 base year respondents and 17,928 participants in the expanded first follow-up sample responded to the fourth follow-up in 1979. The fifth follow-up included 12,841 participants from a subsample of 14,489 respondents who participated in the base year or one of the subsequent follow-ups.

In addition to background information, the NLS-72 base year and follow-up surveys collected data on respondents' educational activities, such as schools attended, grades received, and degree of satisfaction with their educational institutions. Participants were also asked about work experiences, periods of unemployment, job satisfaction, military service, marital status, and children. Respondents have supplied information on their self-concept, goals, and participation in political activities, as well as ratings of their high schools.

1.5.3 High School and Beyond of the 1980s: HS&B

The next major longitudinal study sponsored by NCES was High School and Beyond (HS&B). HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Such changes have been particularly prominent over the last decade and are clearly continuing. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on information that is reliable, relevant, and current.

Figure 1-1.--Development of key research issues for the NCES National Education Longitudinal Studies program



Base year data collection was conducted by NORC in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. There were 1,015 public, private, and church-affiliated secondary schools in the sample and a total of 58,270 participating students. Unlike NLS-72, HS&B included cohorts of both tenth graders and twelfth graders. Since the base year data collection in 1980, three follow-ups of the HS&B cohorts have been completed, one in the spring of 1982, one in the spring of 1984, and the last in the spring of 1986.

The four NELS survey cohorts (NLS-72 seniors, the HS&B seniors and sophomores, and NELS:88 eighth graders) are displayed in Figure 1-2 according to their initial and subsequent survey years and their modal age at the time of each survey. As illustrated, NLS-72 seniors were first surveyed in 1972 at age eighteen and have been resurveyed five times since, with the last survey occurring in 1986 when these young adults were about thirty-two years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. NELS:88 is also designed to fit into this larger analytical scheme. By beginning with a cross-section of 1988 eighth graders, following a substantial subsample of these students in 1990 and thereafter, and freshening the 1990 and 1992 samples, NELS:88 will provide a point of comparison with the high school classes of 1980 and 1982, and the high school class of 1972 (NLS-72). To facilitate cross-cohort comparisons, many of the content areas contained in the HS&B base year survey will be repeated in the first follow-up of NELS:88.

1.6 The National Education Longitudinal Study of 1988: Overview

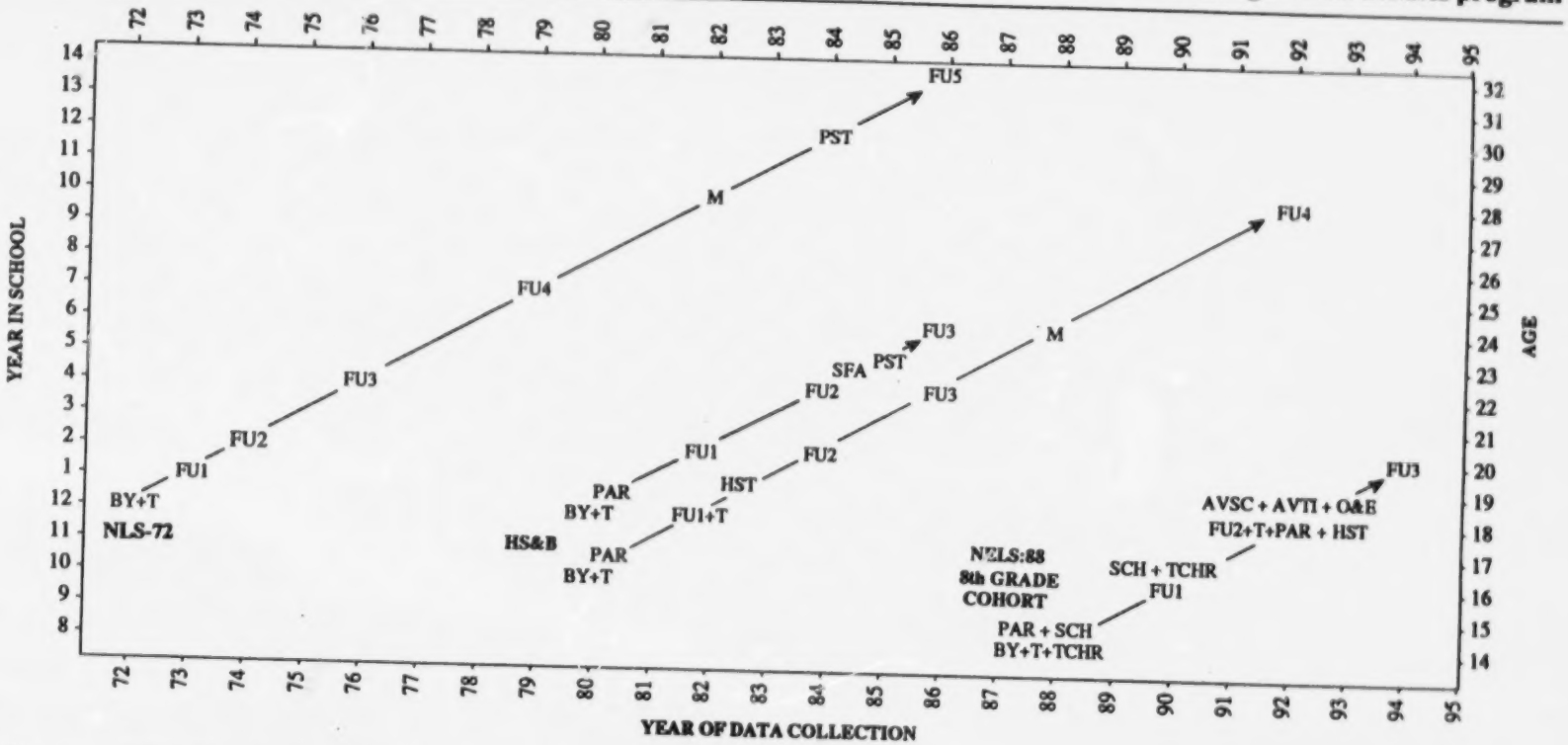
The base year of the National Education Longitudinal Study of 1988 (NELS:88) represents the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into college or their careers. A 1988 eighth grade cohort will be followed at two-year intervals as this group passes through high school and into postsecondary education. Policy-relevant data about educational processes and outcomes will be collected over time, especially as it pertains to student learning, early and late predictors of dropping out, and school effects on students' access to programs and equal opportunity to learn.

1.6.1 NELS:88 Study Objectives

NELS:88's objectives are more comprehensive than those of any education longitudinal study to date. Its major features include the planned integration of student, parent, school, and teacher studies; the initial concentration on eighth grade student cohorts with planned follow-up at two year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and design linkages to previous longitudinal studies and other current studies. Underlying these various features is a central theme that education in America must be understood as a lifelong process enmeshed in a complex social context.

Several priorities have guided the research objectives of NELS:88. First, since the primary research objectives of this study are longitudinal in nature, survey items have been selected for their usefulness in predicting or explaining future outcomes as measured in later survey waves. Second, the priority for base year questionnaires was to obtain valuable cross-sectional data, wherever this objective proved consistent with the longitudinal requirements of the survey. Third, the study provides data for

Figure 1-2.--Research design for the National Center for Education Statistics' National Education Longitudinal Studies program



NLS-72 = National Longitudinal Study of the High School Class of 1972
BY = Base year data collection
T = Cognitive test administration
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
M = Maintenance of address data
PST = Postsecondary education transcripts
FU5 = Fifth follow-up data collection

HS&B = High School & Beyond: 1980
BY = Base year data collection
T = Cognitive test administration
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
M = Maintenance of address data
PST = Postsecondary education transcripts
PAR = Survey of parents
HST = High school transcripts
SFA = Student financial aid records

NELS:88 = National Education Longitudinal Study of 1988
BY = Base year data collection
T = Cognitive test administration
TCHR = Survey of teachers
PAR = Survey of parents
SCH = School administrator survey
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
O&E = Offerings and enrollment data
AVSC = Area vocational school augmentation
AVTI = Area vocational/technical institute, teachers
HST = High school transcripts

the analysis of point estimates of student achievement that may be cross-sectionally related to factors such as school type, programs, family characteristics, and the like.

Of equal importance are the policy objectives that NELS:88 is designed to serve. The study is intended to produce a comprehensive data set for the development and evaluation of educational policy at all governmental levels. Part of its aim is to inform decision makers, education practitioners, and parents about changes in the operation of the educational system across time, and the effects of various elements of the system on the lives of the individuals who pass through it. Specifically, NELS:88 focuses on a number of interrelated policy issues, including: identification of school attributes associated with achievement; the transition of different groups from eighth grade to secondary school; the influence of ability grouping on future educational experiences and achievements; determinants of dropping out of the educational system; and changes in educational practices over time. One of the unique features of the NELS:88 study is the extensive attention it gives to the role of parents. It gathers data on the effect of parents' attitudes and behaviors on educational choices, the correlates of active parental involvement in the school, parental guidance, and the parents' role in the educational success of their children. Figure 1-3 provides a guide to the linkage between the NELS:88 questionnaire items and some of the key policy issues related to school research.

1.6.2 Base Year Study Design

Four study components constitute the base year design: surveys and tests of students, and surveys of parents, school administrators, and teachers. A student questionnaire gathered information about basic background variables and a range of other topics including school work, aspirations, and social relationships. Students also completed a series of curriculum-based cognitive tests that used item overlapping methods to measure ability and its growth between eighth and twelfth grades in four achievement areas--reading, mathematics, science, and social studies (history/government). One parent of each student was asked to respond to a parent survey intended to gauge parental aspirations for children, family willingness to commit resources to children's education, the home educational support system, and other family characteristics relevant to achievement. Selected teachers (in two of the four subject test areas) of each sampled student completed a teacher questionnaire designed to collect data about school and teacher characteristics, course content, and classroom teaching practices, along with evaluations of the selected students. Finally, a school administrator questionnaire was completed by school principals. It was used to gather descriptive information about the school's teaching staff, the school climate, characteristics of the student body, and school policies and offerings. Figure 1-4 illustrates the four components of the base year design as they apply to determinants of learning.

A two-stage stratified probability design was used to select a nationally representative sample of schools and students. The first stage resulted in 1,734 school selections with 1,052 participating schools, including 815 public and 237 private schools. The second stage produced a random selection of 26,435 students among sampled schools, resulting in participation by 24,599 eighth grade students. On average, each of the participating schools was represented by 24 (regular) student participants. Chapter III provides additional detail about the NELS:88 base year core sample.

The student constitutes the basic unit of analysis in the NELS:88 study and sample design. All other data sets, including the parent, school, and teacher, are intended primarily to supplement the student data set (which includes results of both the student questionnaire and cognitive test). Even though each data set can be analyzed separately, only the student and school data sets constitute

Figure 1-3.--NELS:88 base year key questionnaire items related to current educational policy in school research

I. Social capital/Parent involvement/ Community involvement

ISSUES

Active parental involvement, school policies and environment related to parental involvement, parental choice in school, parental networks and interactions.

STUDENT

S	34	Education level of parents
S	37	Parent participation at school

SCHOOL

SCH 37	Student test results provided to families
SCH 46	Available extracurricular activities
SCH 47	School climate/school policy enforcement

II. Equity/Access/Choice

ISSUES

Academic programs/school climate/admissions practices/PSE access/SES and ethnicity/junior high access/equal teaching quality and practices/A.P. and honors courses/remedial classes/student choices

STUDENT

S	20	Language use
S	31	A-D Race, ethnicity
S	57-59	School climate
S	66	Advanced courses
S	68	Gifted/talented programs

SCHOOL

SCH 4	Type
SCH 5	Major program orientation
SCH 13	Ethnicity
SCH 14	Percentage of students in single-parent homes
SCH 15	Percentage of students LEP (Limited English Proficiency)
SCH 16	Remedial and special programs
SCH 24	Assignment of students to the school
SCH 25-28	Admission procedures
SCH 33	Percentage of students with financial aid
SCH 34	Family ability to pay for tuition
SCH 35	Eighth grade scores used for high school admission
SCH 39	Minimum academic instruction required
SCH 40	Gifted/talented program

III. School effectiveness

ISSUES

Influence of size and school on outcomes, student body ethnicity and SES level effect on outcomes, effect of school type and affiliation on outcomes, school climate effect on outcomes, staff and curriculum effect on outcomes

STUDENT

Cognitive test scores

S	81	Self-reported grades

SCHOOL

SCH 2	School enrollment
SCH 6	Length of school year
SCH 10	Nominated tenth grade
SCH 11	Average daily attendance
SCH 12	Dropout/migration rate
SCH 17	Number of full-time teachers
SCH 18	School structure for instruction
SCH 19	Teacher base salary
SCH 21	Teacher degree level
SCH 38	Retention reasons
SCH 45	Bilingual classes
SCH 47	School climate
SCH 48	School policies
SCH 49	Discipline and other problems

Figure 1-3.--NELS:88 base year key questionnaire items related to current educational policy in school research--Continued

I. Social capital/Parent involvement/ Community involvement			II. Equity/Access/Choice			III. School effectiveness		
PARENT			**PARENT**			**PARENT**		
P	30	Parent education level	P	10	Race, ethnicity	P	34, 80	SES level
P	45	Parent request to retain child in school	P	34, 80	SES level	P	57	School contact with parent
P	54, 56	Parent involvement in course selections	P	38	Child's attendance at preschool	P	74	Parent opinion of school's effectiveness
P	57	School contact with parent about child	P	48	Child's participation in special programs	P	75	Parent satisfaction with school curriculum
P	58	Parent contact with school about child's performance	P	52	Child in gifted/talented program	P	76	Parent opinion of child's schooling future
P	59	Parent participation in school organizations	P	70	Computer in home that child uses			
P	61	Outside community activities with child	P	82	Money available for educational expenses			
P	62	Parent knowledge of child's friends and their parents	P	84	How much money earmarked for student's postsecondary education			
P	63	Nonschool activities of child	P	22	Language spoken in the home			
P	66	Parent time talking with child about school						
P	67	Talk with child about high school plans						
P	68	Talk with child about postsecondary plans						
P	69	Parent time helping child with homework						
P	85	Parent involvement with financial aid and scholarships						

Figure 1-3.--NELS:88 base year key questionnaire items related to current educational policy in school research--Continued

I. Social capital/Parent involvement/ Community involvement

TEACHER

T.	III-26	Problems with school policies as related to student, community, and parent: illegal drugs, weapons, assault, robbery, vandalism, etc.
T.	III-30	Teacher time spent communicating with parents
T.	III-31	How many students' parents does teacher talk to

II. Equity/Access/Choice

TEACHER

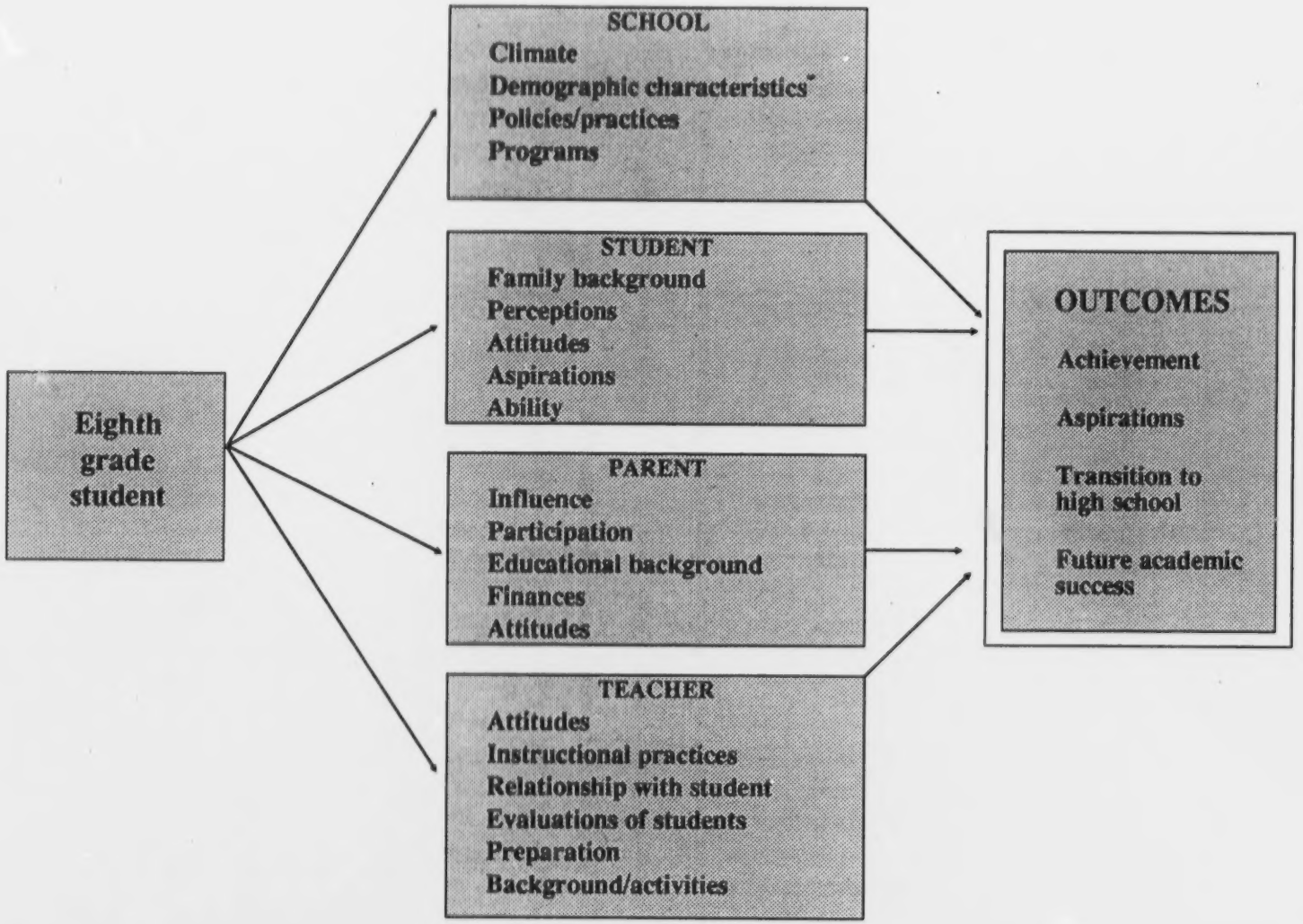
T.	I-11	Teacher perception of student as a language minority student
T.	I-12	Teacher perception of student as Limited English Proficiency student
T.	II-16	Teaching practices in the classroom
T.	II-17, 29	Teaching methods for specific subjects used in the classroom
T.	III-4	Years of teaching experience
T.	III-6	Type of teaching certificate
T.	III-19	Amount of in service education in past year
T.	III-21	Instruct in gifted/talented program
T.	III-27	Holding a second job
T.	III-30	Time spent outside school hours on teacher activities such as planning classes, correcting papers, coordinating curriculum, etc.
T.	III-32	Percentage of students using microcomputer for instructional material

III. School effectiveness

TEACHER

T.	I-(2-9)	Teacher rating of student's academic performance and participation in class
T.	II-3	Class size
T.	II-14	Teacher adequacy
T.	III-8	Highest academic degree held
T.	III-10	Major and minor fields of highest grade degree
T.	III-18	Employment status in the school system
T.	III-28	Number of days absent from teaching
T.	III-29	Number of supervisory visitations
T.	III-33	How does teacher make use of microcomputer for student instruction

Figure 1-4.--Illustrative research topics from NELS:88 determinants of learning



representative probability samples. Additional information about the NELS:88 base year sample design is provided in Chapter III and in the *NELS:88 Base Year Sample Design Report.*[3]

NORC, the prime contractor for NELS:88, was responsible for designing--and working with NORC subcontractors to design--the five survey instruments. Specifically, NORC was responsible for designing the student questionnaire, while the Educational Testing Service (ETS), an NORC subcontractor, assumed responsibility for developing the eighth grade tests. The parent questionnaire was developed jointly by NORC and ETS. Both the teacher and school questionnaires were designed in cooperation with Westat, another NORC subcontractor. NORC conducted the student and parent data collection. NORC also collected teacher and school administrator questionnaires on the date of the in-school student survey. Westat was responsible for nonresponse follow-up and the retrieval of missing items for both the teacher and school questionnaires.

1.7 NELS:88 Sponsors

The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year study and enrich it through a variety of means. This involved supplementing the initial school and student surveys with teacher and parent surveys, augmenting the state samples by adding schools and students, and sponsoring oversamples of specific student groups. Sponsorship also took the form of adding questions to one or more of the data collection instruments or sponsoring instrument supplements for administration to all respondents or specific groups of them.

1.7.1 Sample Supplements and Augmentations

Sample supplements and augmentations were sponsored by various sources. The U.S. Department of Education provided major funding for the parent component of NELS:88 and, with the National Science Foundation (NSF), cosponsored the teacher component. The U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA) provided funds for oversampling Hispanic and Asian-Pacific Islander students, thereby adding approximately 2,200 students to the sample. Gallaudet University also sponsored a special oversample of hearing-impaired students who were enrolled in Individualized Education Programs (IEP) and mainstreamed in English or mathematics classes.

All four instruments and the eighth grade tests were administered to the core sample and oversampled populations in an identical fashion.

1.7.2 Instrument Supplements

The NCES core instruments--the student questionnaire, the parent questionnaire, the teacher questionnaire, and the school administrator questionnaire--were supplemented in various ways by federal agencies and educational institutions.

The National Science Foundation (NSF) sponsored the teacher questionnaire supplement, while the U.S. Department of Education sponsored the parent questionnaire supplement. NSF also sponsored mathematics and science items on the student, parent, and school questionnaires. Other

3 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

federal agency sponsors included: the National Endowment for the Humanities (NEH), which sponsored questions about the humanities and history in the student, parent, teacher, and school questionnaires; the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA), which added questions about minority language use patterns and bilingual programs in the student, parent, teacher, and school questionnaires; and the U.S. Department of Education's Office of Planning, Budget, and Evaluation (OPBE), which sponsored questions about gifted and talented programs in the student, parent, teacher, and school questionnaires.

Gallaudet University sponsored the collection of audiological data about hearing impairments for sampled students enrolled in Individual Education Programs (IEPs). This audiological data is not included on the public release data tapes.

1.7.3 Related Studies

Appendix E contains descriptions of related NELS:88 enhancements, state augmentations, and supplements, as well as related education studies available through NCES.

1.8 NELS:88 Base Year Public Release Tapes

Four public release tapes have been produced for the NELS:88 base year study, one for each study component--the student, parent, school, and teacher. Each tape includes a data file based on the core sample, which consists of 24,599 participating students from 1,052 participating schools. In addition, 22,651 parent questionnaires and 1,035 school administrator questionnaires were collected, along with 5,193 teacher questionnaires with teacher ratings for 23,188 participating students. Public release tapes and user's manuals can be obtained through NCES. State augmentations and supplements do not appear on the NELS:88 public release tapes. Appendix E (and NCES) should be consulted for additional information about the documentation for NELS:88 augmentations, supplements, and enhancements.

II. Data Collection Instruments

The data collection instruments for the NELS:88 base year study consisted of four separate questionnaires and a battery of eighth grade tests.

All four NELS:88 questionnaires were designed to provide continuity and consistency with earlier education longitudinal studies. Where appropriate, NELS:88 drew from NLS-72, HS&B, and other current NCES studies--in particular, the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Study--in order to ensure a common standard of measurement that would permit comparisons and maximize the utility of NELS:88 data. Figure 2-1 provides a comparative overview of the specific content areas covered by each of the NELS:88 base year questionnaires.

A brief description of the contents of the data collection instruments used in the NELS:88 base year follows.

2.1 Student Questionnaire and Eighth Grade Tests

A 45-minute self-administered student questionnaire was completed by eighth grade students in the classrooms of their schools. The student questionnaire was designed to collect information about a wide range of topics, including the student's and parents' background, language use, family background, perceptions of self, plans for the future, jobs and household chores, school life, school work, and school activities.

Students also completed a series of cognitive tests, which were administered in a single group session. The combined tests included 116 items to be completed in 85 minutes. The eighth grade tests are described briefly below:

Reading (21 items, 21 minutes): consists of five short passages followed by comprehension and interpretation questions.

Mathematics (40 items, 30 minutes): consists of quantitative comparisons and other questions assessing mathematical knowledge.

Science (25 items, 20 minutes): questions assessing science knowledge and scientific reasoning ability.

History/Government (30 items, 14 minutes): questions assessing knowledge of U.S. history, civics, and government.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test battery. In order to facilitate comparisons with test data from other national studies, NELS:88 borrowed or adapted a number of test items from NAEP and from earlier education longitudinal studies. Properties of the tests and the test item reliabilities are discussed in ETS's report, *Psychometric Report for the NELS:88 Base Year Test Battery*,[4] which can be obtained from NCES.

4 Rock, D.A., and Pollack, J.M., *Psychometric Report for the NELS:88 Base Year Test Battery* (Washington, D.C.: National Center for Education Statistics, 1990).

Figure 2-1.--Content areas in NELS:88 base year questionnaires

Content Category	Student	Parent	Teacher	School
Constitutional factors	Student's sex, birth date	Responding parent's sex, birth date	Teacher's sex, birth date	
Race/ethnicity	Self-reported race/ethnicity	Parent's race/ethnicity	Teacher's race/ethnicity	School(student/faculty) race/ethnic composition
Characteristics of home	Number of brothers and sisters	Number of brothers and sisters, marital status of parents, religion practiced at home, language spoken at home	Identification of students who may have problems relating to home environment (e.g., limited English proficiency, health)	Percent of students in single-parent homes Percent of students with limited English proficiency
Socioeconomic status	Parental occupation and education; items in home (e.g., computer, VCR)	Parent occupation, income, education		
Work status	Jobs or chores done for pay	Parental employment status	Teacher employment status	
Opinion values	Self-concept Locus of control Opinions of self		Teacher impressions of sampled student	
School characteristics				School type (e.g., public, private; major program orientation); days in school year, class periods in days
School atmosphere	Self-reported attitude toward alcoholism, illegal drugs, and other problems in school; school discipline in classes	Parent's attitudes toward atmosphere, standards, and policies	Teacher attitudes towards drugs; verbal and physical abuse of teachers and other problems in the school	Teacher morale, structure and competitiveness of grades, physical conflicts of students, robbery, thefts, and verbal abuse
School work	Self-reported tardiness, absenteeism, homework, attitudes towards mathematics, social studies, and science	Contact from school about student's performance and curriculum; help given by parent to child with homework; use of computer in home	Homework assigned, instructional methods and materials used, student tardiness, and absenteeism; content areas covered in English, mathematics, social studies, and science	Student tardiness, absenteeism, degree to which students are expected to do homework

Figure 2-1.--Content areas in NELS:88 base year questionnaires--Continued

Content Category	Student	Parent	Teacher	School
School performance	Self-reported grades; performance in mathematics, science, English, and social studies sections of the NELS:88 cognitive test battery	Parental expectations for child's grades	Teacher impressions of student achievement	
Guidance	Student-reported availability of counseling (for education plans, jobs, careers, drug abuse, etc.) given by school employee, adult relative, or friend	Parent talks at home with child about school, high school plans, or homework		Availability of guidance counseling for students in school
Special programs	Participation in special programs (e.g., gifted and talented, special education)	Physical and mental limitations of students; special services rendered (e.g., for gifted and talented or special needs student)	Teacher involvement and satisfaction with gifted and talented programs	Special services (e.g., gifted and talented programs)
After-school supervision	Parental supervision	Parental supervision; after-school childcare arrangements		
Involvement with community	Family life, cultural experience, participation in neighborhood programs	Family life, activities in community (e.g., borrows books from library, attends concerts, museums, participates in community-based groups)		
After-school activities	Extracurricular activities; outside-school classes and clubs	Student enrollment in outside school clubs		
Life goals, educational and occupational	Student and parent expectations of how far in school student will advance; student's desired occupation	Parental expectations of educational attainment of child		
Financial assistance		Proposed financial aid for future education		Percent of students receiving aid in school

2.2 Parent Questionnaire

A self-administered 30-minute questionnaire was completed by one of the student's parents on about the same date that the student questionnaire and eighth grade tests were administered. The instructions in the questionnaire and accompanying letter directed the most knowledgeable parent (or guardian) to complete the questionnaire. The most knowledgeable parent was defined as the parent who knows the most about the student's educational activities and related behaviors. In accordance with this definition, the respondent was self-selected.

The parent questionnaire was designed to collect information from parents about factors that influence educational attainment and participation. The questions focused on family background and socioeconomic characteristics, and on the character of the home educational support system. These data will allow analysis of the effect on student educational outcomes of parental behaviors concerning student course selection, long-range educational planning, participation in school activities and nonschool extracurricular activities, and the establishment of discipline at home. In addition, the parent instrument collected data related to parental behaviors and circumstances with which the student may not be familiar, such as parental education and occupation, and contained more sensitive items relating to income and religious affiliation. The questionnaire also included a section that gathered information to be used in locating the respondent for subsequent follow-ups. English- and Spanish-language versions of the questionnaire were made available to parents.

The object of the parent questionnaire was to provide data that could be used primarily in the analysis of student behaviors and outcomes, and only secondarily as a data set by itself. Parent questionnaires were administered to one parent of each student in the core sample.

2.3 Teacher Questionnaire

A self-administered teacher questionnaire was completed by selected teachers responsible for instructing sampled students in two of the four test subjects (mathematics, science, reading, and social studies).[5] It is important to note that the teacher survey was designed primarily to obtain student-level data, as reported by teachers, pertaining to specific eighth grade students and the courses in which they were enrolled. Although some teacher-level data were collected, the primary emphasis was on information that may help account for the subsequent educational development of the sampled students. Issues that received principal consideration included the quality, equality, and diversity of educational opportunity, and the effect of these factors upon individual development and educational and career outcomes.

The teacher questionnaire was designed to collect information in three areas: teachers' perceptions of the sampled students' classroom performances and personal characteristics; curriculum content of areas that they teach; and teachers' background and activities. Teachers were asked to respond to the questionnaire items in relation to a specific list of sampled eighth grade students enrolled in their classes. The contents of these three sections are described below.

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5 Section 4.3.3 provides additional information about the selection procedures for teachers and the assignment of subject combinations to schools.

Part I, Student Information, asked the teachers to indicate which of the sampled students they had had in their classes during the 1987-88 academic year, and for those students enrolled in their class(es), to indicate whether or not the student had various school-related problems and handicaps.

Part II, Class Information, required the teacher to respond to a series of course-related questions regarding a distinct set of classes they had been identified as teaching to one or more of the sampled students. Subsections of items within this segment of the questionnaire applied to the four specific curriculum areas (i.e., mathematics, science, English, and social studies), enabling teachers to respond to these subsections as appropriate.

Part III, Teacher Background and Activities, requested teachers to provide general background information about themselves and their school.

NORC's subcontractor, Westat, prepared the teacher questionnaire under the direction of NORC and NCES.

2.4 School Administrator Questionnaire

A self-administered 40-minute school administrator questionnaire was completed by the school principal, headmaster, or other knowledgeable school administrator designated by the principal. The questionnaire was designed to collect information about school, student, and teacher characteristics; school policies and practices; the school's grading and testing structure; school programs and facilities; parent involvement in the school; and school climate.

The primary purpose of the school administrator questionnaire was to gather general descriptive information about the educational setting and environment associated with the individual students who were selected for participation in NELS:88. The school information describes the overall academic climate in terms of enrollments and educational offerings, as well as specific school policies. The information obtained through the school administrator questionnaire provides supplemental information to that provided by the student questionnaire, so that student outcome and achievement data can be considered in terms of the educational setting. School-level data will provide a basis for distinguishing patterns among eighth grade schools as they relate to the transition of students to the tenth grade and beyond. NORC and its subcontractor, Westat, collaborated in designing the instrument.

III. Sample Design and Implementation

This chapter describes the design and procedures used for selecting schools into the NELS:88 base year sample. It provides information on the calculation of sample weights and the relative efficiency of the sample design. The chapter also provides information about procedures used to adjust sample weights for nonresponse and about the effect of nonresponse on estimates. A detailed description of the sample design and its implementation is available in the *NELS:88 Base Year Sample Design Report.*[6]

3.1 Base Year Sample Design

The base year survey employed a two-stage, stratified sample design, with schools as the first-stage unit and students within schools as the second-stage unit. Within each stratum, schools were selected with probabilities proportional to their estimated eighth grade enrollment. In addition, schools were oversampled in certain special strata. Within each school approximately 26 students were randomly selected (typically, 24 regularly sampled students and 2 OBEMLA-supplement Hispanic and Asian/Pacific Islander oversampled students). In schools with fewer than 24 eighth graders, all eligible students were selected. From a national frame of about 39,000 schools with eighth grades, a total of 1,734 schools was selected, of which 1,057 schools participated. Thus, the target sample size of 1,032 was achieved and in fact surpassed.

In designing a sampling frame for a survey one can use either an explicit or an implicit list of the elements to be sampled. For NELS:88, the creation of an explicit list of all eighth grade students in the U.S. would have been an impossible task. NORC therefore elected to use an implicit list of students, by using a list of public and private schools in the U.S. It was imperative that the list of schools be as complete and accurate as possible, and that as many of the schools as possible have data on the variables to be used in the stratification of the sampling frame.

Investigation of various sources indicated that the most readily available source for a complete and accurate frame was the data base compiled by Quality Education Data, Inc. (QED), of Denver, Colorado. This data base includes both public and private parochial and nonparochial schools. QED performs annual, late-summer updates by telephoning each public school district, each Catholic diocese, and all private schools on its records. In addition, QED receives a constant flow of current information from agencies such as the National Catholic Educational Association (NCEA), the Council of American Private Education (CAPE), the Association of Christian Schools, and the like, concerning school openings and closings, enrollments, and so forth. The QED records were successfully employed in the five NELS:88 field test states, and proved highly accurate. The number of schools with eighth grades not included in their lists is estimated to be small.

The QED list contained information about whether a school was urban, suburban, or rural. NORC used this information for stratification purposes. The QED list did not contain information about the racial/ethnic composition of public schools usable for the NELS:88 sampling frame. Racial/ethnic composition data were obtained from Westat, Inc. in its capacity as an NORC subcontractor for the NELS:88 base year study. As part of their work on the National Assessment of Educational

6 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

Progress (NAEP), Westat had obtained data from the Office of Civil Rights (OCR) and from other sources (e.g., district personnel) that identified those schools with a minority enrollment of greater than 19 percent. The schools for which the OCR data were available tended to be large schools in large SMSAs; Westat also obtained the black and Hispanic percentages directly from district personnel in selected districts that, according to the QED information, enrolled large proportions of black or Hispanic students. In all cases, data on percent black and Hispanic were compiled only for schools in the primary sampling units of the Year-17 NAEP survey. In all, less than half of the eighth graders in the NELS:88 frame came from schools for which such minority enrollment data were available. However, this procedure allowed the explicit stratification and allocation of schools with very large percentages of black or Hispanic students. Stratification information on whether a school was public, Catholic (private), or other private was obtained from the QED list and lists of private schools.

3.1.1 Exclusion of Schools

The eligible populations of schools are restricted to "regular" schools in the U.S., private as well as public. Excluded from the sample are Bureau of Indian Affairs (BIA) schools, special education schools for the handicapped, area vocational schools that do not enroll students directly, and schools for dependents of U.S. personnel overseas. Of course, students who are educated at home or in private tutorial settings, and those who have dropped out of school prior to reaching eighth grade, also fall outside the NELS:88 base year sample. These exclusions have implications for national inferences based on NELS:88 data, although their impact on such estimates generally is quite small. Information from various sources suggests that approximately 10 percent of American Indian school children attend schools that are affiliated with BIA, including schools directly operated by BIA and those operated by American Indian communities under contract to BIA. Other sources suggest that less than 10,000 eighth graders attend Department of Defense Dependent Schools (DODDS) serving dependents of U.S. personnel overseas.

The NELS:88 core sample was designed to minimize overlap with the NAEP sample for the 1987-88 school year. To accomplish this goal, the selection of the NELS:88 schools involved a two-phase process. The first phase was the NAEP selection. Any schools that were not selected for NAEP were eligible for NELS:88 selection and any schools that were selected for NAEP were not eligible for NELS:88 selection. In principle, then, no school was eligible for selection in both surveys. Exceptions to this principle could have occurred in practice because not all of the schools originally selected for NAEP agreed to participate, and therefore substitute schools were selected. While NORC was able to eliminate the originally selected NAEP schools from the NELS:88 sample, it was not able to screen out NAEP substitute schools.

Additional sample selections within superstrata were made for schools that refused to participate in the survey. No additional selections were made for students who, for whatever reason, failed to participate. Each school (and student) was assigned a weight equal to the number of schools (or students) in the universes they represented. The derivation of student case weights is discussed below. Use of weights properly projects estimates (within sampling error) to the population of eighth grade students who meet the NELS:88 eligibility criterion in United States schools in 1987-1988 (that is, about 95 percent of all eighth graders), and for subgroups within that population. The current weights give estimates reasonably close to those from other data sources. Table 4.4-1 in Chapter IV reviews school sample selection and sample realization.

3.2 Calculation of Sample Weights

The general purpose of the weighting scheme is to compensate for unequal probabilities of selection into the base year sample and to adjust for the fact that not all individuals selected into the sample actually participated. The weights are based on the inverse of the probabilities of selection into the sample and on nonresponse-adjustment factors computed within weighting cells.

For the base year school survey a weight has been calculated to adjust for the fact that data were not obtained from all sample members. The weight BYADMWT applies to the 1,035 school administrators who completed school questionnaires. These weights project to the population of approximately 38,774 schools meeting the eligibility criteria set for inclusion into the NELS:88 base year survey, including approximately 22,790 public, 6,946 Catholic, and 9,037 other private schools.

The weighting procedures consisted of two basic stages:

Stage 1. Calculation of a preliminary base year weight based on the inverse of the product of the probabilities of selection for the base year sample.

Stage 2. Adjustment of this preliminary weight to compensate for "unit" nonresponse, that is, for noncompletion of an entire school questionnaire. The unit varied depending upon the weight being adjusted.

The nonresponse-adjusted school weight was derived as the product of the school's stage 1 weight and a nonresponse-adjustment factor intended to adjust for the fact that some sampled schools did not return a completed questionnaire. Statistical properties of this weight are presented in Table 3.2-1.

Table 3.2-1.--NELS:88 base year statistical properties of sample case weights

	BYADMWT
Mean	37.46
Variance	2,109.17
Standard deviation	45.92
Coefficient of variation	122.59
Minimum	1.54
Maximum	387.30
Skewness	2.69
Kurtosis	9.47
Sum	38,774.12
Number of cases	1,035

Each school appearing on the NELS:88 school file has a value for a final weight variable. The weight represents the probability of selection into the sample plus a factor that adjusts for nonresponse. Thus, the weight serves the purpose of allowing a particular school to represent other nonsampled schools within its sampling stratum, and to represent nonresponding schools similar to it in

various respects. Because separate final student and school weights have been provided, the construction of each will be considered separately in the following discussion.

The final school weight, BYADMWT, was derived using a multistage process. First, an initial weight was attached to each school record in a file containing records for all eligible schools in the NELS:88 sample. The initial weight represented the inverse of the school's selection probability. A logistic regression procedure was used to estimate (in terms of a probability of nonresponding) the degree to which each of the responding schools resembled a nonresponding school. This estimated probability of nonresponse was the first adjustment factor applied to a school's weight.

Next, a polishing procedure further adjusted the weights to sum to known population totals within strata. Estimating the nonresponse probability for each of the responding schools was possible because key background information on almost all of the nonresponding schools was available.

The final result of these procedures was a final weight for each of the responding schools adjusted to compensate for nonresponse. For the purpose of adjusting the school weight, a nonresponding school was considered to be a school for which both school administrator questionnaire data and student questionnaire data were unavailable.

3.3 School Nonresponse Analysis

Although the sample design yields, in theory, a sample that mirrors the population within sampling error, in practice, nonresponse can introduce distortions. In the NELS:88 base year survey there were two stages of sample selection and therefore two stages of potential nonresponse. During the base year survey, schools were asked to permit the selection of eighth grade students from school rosters and to hold survey and makeup days for the collection of student data. Not all of the selected schools agreed to take part in the study. In addition, not all of the individual students selected for the sample within cooperating schools (or the teachers or parents linked to these students) provided the data sought from them.

During the base year survey, shortened versions of the NELS:88 school administrator questionnaire were sent to a subsample of nonresponding schools. Almost all of the schools in this subsample provided data. These data provide a basis for assessing the impact of school-level nonresponse on base year estimates. The analysis suggests that school-level nonresponse introduces a negligible amount of bias into the estimates. However, the amount of bias is slightly higher than for the High School and Beyond survey.[7] The school nonresponse analysis suggests that, to the extent that schools can be characterized by different types of students, the impact of nonresponding schools on the quality of the student sample is small. The effect of student-level nonresponse within the responding schools was not assessed. Full details of the school nonresponse analysis are presented in the *NELS:88 Base Year Sample Design Report.*[8]

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7 Frankel, M., Kohnke, L., Buonanno, D., and Tourangeau, R., *High School and Beyond Base Year (1980) Sample Design Report* (Chicago: NORC, 1981).

8 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

An additional potential source of bias results from item nonresponse. An analysis of item nonresponse was conducted for the student and parent components of NELS:88. Results are reported in the *NELS:88 Base Year Sample Design Report.*[9] Analysis of item nonresponse was not conducted for the school survey because the item nonresponse rate was generally less than one percent and is not likely to lead to bias.

As documented in Chapter VII, there were cases when information not provided by the school administrator was obtained from other sources. One example is when information from the QED data set, used to create the sample frame, was also used to fill in missing information about the grade range of the school. A full description of these substitutions appears in Chapter VII and Appendix D. In general, however, there were no other attempts at imputing data for missing values.

3.4 Standard Errors and Design Effects

Statistical estimates calculated using NELS:88 survey data are subject to sampling variability. Because the sample design for the school survey involved stratification and disproportionate sampling of certain strata, the calculation of exact standard errors for survey estimates can be difficult and expensive. Popular statistical analysis packages such as SPSS (Statistical Program for the Social Sciences) or SAS (Statistical Analysis System) do not calculate standard errors by taking into account complex sample designs. Several procedures are available for calculating estimates of sampling errors for complex samples. Procedures such as Taylor series approximations, Balanced Repeated Replication (BRR), and Jackknife Repeated Replication (JRR) produce similar results.[10] Consequently, it is largely a matter of convenience which approach is taken. For this report, the Taylor Series procedure was used to calculate the standard errors.

The impact of departures from simple random sampling on the precision of sample estimates is often measured by the design effect. For any statistical estimator (for example, a mean or a proportion), the design effect is the ratio of the estimate of the variance of a statistic derived from consideration of the sample design to that obtained from the formula for simple random samples.

Standard errors and design effects were selected for 30 means and proportions based on the NELS:88 school data. The variables from the school questionnaire were selected randomly. We calculated the standard errors and design effects for each statistic both for the sample as a whole and for selected subgroups. For the school analysis, the subgroups were based on two levels of school type (public and combined private) and eighth grade enrollment (at or below the median and above the median). A similar analysis was conducted for the student and parent questionnaires and is presented in detail in the *NELS:88 Base Year Sample Design Report.*[11]

Design effects for questions selected from the school questionnaire are presented in Table 3.4-1. The design effects for the school questionnaire data reflect only the impact of stratification and unequal selection probabilities; the sample of schools was not clustered. As a result, the design effects

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9 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

10 Frankel, M., *Inference from Survey Samples: An Empirical Investigation* (Ann Arbor: Institute for Social Research, 1971).

11 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

Table 3.4-1.--NELS:88 base year school questionnaire data: standard errors and design effects

All schools

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
Seventh grade included in school	BYSC1I	98.55	0.33	0.80	0.89	1037	0.37
Average number of days in school year	BYSC6	178.29	0.15	1.26	1.12	1029	0.13
Average % attendance rate for 8th graders	BYSC11	94.60	0.21	2.58	1.61	1017	0.13
Average % Hispanic 8th graders	BYSC13C	6.05	0.57	1.36	1.17	1028	0.49
Avg. number of students in remedial reading	BYSC16B	37.28	1.69	0.51	0.71	1035	2.37
Avg. number of full time regular teachers	BYSC17	23.21	0.59	1.03	1.02	1037	0.58
Average number of Black (non-Hisp.) teachers	BYSC20D	1.92	0.13	0.51	0.72	1018	0.18
Students assigned to school by geog. area	BYSC24A	54.98	1.47	0.91	0.95	1035	1.55
School has formal admission procedures	BYSC25	39.23	1.86	1.51	1.23	1036	1.52
Avg. maximum school tuition (private only)	BYSC31	1547.61	72.39	0.63	0.79	228	91.53
Tchrs.: "Lot" of infl. assgning H.S. courses	BYSC36B	48.13	2.42	2.43	1.56	1035	1.55
Stdnts held back if hist. comp. test failed	BYSC38D	5.25	1.06	2.34	1.53	1029	0.70
School requires full year of science	BYSC39C	93.34	1.48	3.66	1.91	1036	0.77
School requires some music instruction	BYSC39I	67.15	2.00	1.86	1.36	1029	1.46
Program for gifted available to 8th graders	BYSC40	45.85	2.06	1.76	1.33	1037	1.55
School band available to 8th graders	BYSC46B	68.54	2.19	2.30	1.52	1037	1.44
Science club available to 8th graders	BYSC46H	20.61	1.49	1.40	1.18	1036	1.26
Yearbook available to 8th graders	BYSC46N	54.18	2.29	2.19	1.48	1037	1.55
Intramural sports available to 8th graders	BYSC46T	56.92	2.42	2.47	1.57	1037	1.54
Classroom environment is very structured	BYSC47D	44.34	2.36	2.34	1.53	1036	1.54
Tchrs.: "Very" difficult motivating students	BYSC47I	2.35	0.68	2.09	1.45	1034	0.47
School emphasizes sports	BYSC47N	9.64	1.50	2.67	1.64	1036	0.92
Visitors required to sign in main office	BYSC48A	73.11	2.26	2.70	1.64	1037	1.38
Vocational counseling avail. to 8th graders	BYSC48H	40.89	2.07	1.83	1.35	1034	1.53
Cutting classes is a serious problem	BYSC49C	0.51	0.23	1.06	1.03	1037	0.22
Students possessing weapons is serious pblm.	BYSC49I	0.74	0.31	1.35	1.16	1036	0.27
Students expelled: first drug offense	BYSC50AD	36.95	2.28	2.28	1.51	1026	1.51
Stdnts. susp. or expld.: phys. abuse of teachers	BYSC50AJ	98.78	0.59	2.91	1.71	1022	0.34
Stdnts. expelled: repeat alcohol possession	BYSC50BC	70.45	1.91	1.79	1.34	1021	1.43
Stdnts. susp.: repeat verbal abuse of teachers	BYSC50BI	51.12	2.31	2.19	1.48	1026	1.56
Mean				1.82	1.32		
Minimum				0.51	0.71		
Maximum				3.66	1.91		
Standard deviation				0.77	0.30		
Median				1.86	1.36		

[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

for estimates based on the school data tend to be small compared to those for estimates based on the student and parent data. The mean design effect for estimates concerning all schools is 1.82, compared to a mean design effect of 2.54 for thirty items selected from the student survey and a mean design effect of 2.48 for thirty items selected from the parent survey. Table 3.4-2 gives the mean design effects (DEFFs) and mean root design effects (DEFTs) for each subgroup of schools. A detailed presentation of design effects for individual items for the total sample and for various subsamples (and for the student and parent surveys) is presented in the *NELS:88 Base Year Sample Design Report.*[12]

Table 3.4-2.--Mean design effects (DEFFs) and root design effects (DEFTs) for school questionnaire data

Group	Mean DEFF	Mean DEFT
All schools	1.82	1.32
Public	2.23	1.46
All private	1.40	1.15
Large	1.26	1.11
Small	1.38	1.16

Note: Each mean is based on 30 questionnaire items.

3.5 Design Effects and Approximate Standard Errors

Researchers who do not have access to software for computing accurate estimates of standard errors can use the mean design effects presented in Table 3.4-1 to approximate the standard errors of statistics based on the NELS:88 school survey. Design-corrected standard errors for a proportion can be estimated from the standard error computed using the formula for the standard error of a proportion based on a simple random sample and the appropriate mean root design effect (DEFT):

$$SE = DEFT \times (p(1-p)/n)1/2 \qquad (1)$$

where p is the weighted proportion of respondents giving a particular response, n is the size of the sample, and DEFT is the mean root design effect.

Similarly, the standard error of a mean can be estimated from the weighted variance of the individual scores and the appropriate mean DEFT:

$$SE = DEFT \times (Var/n)1/2 \qquad (2)$$

where Var is the sample variance, n is the size of the sample, and DEFT is the mean root design effect.

12 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

Table 3.4-2 makes it clear that the design effects and root design effects vary considerably by subgroup. It is therefore important to use the mean DEFT for the relevant subgroup in calculating approximate standard errors for subgroup statistics.

Another rule of thumb is that more complex estimators show smaller design effects than simple estimators.[13] Thus, correlation and regression coefficients tend to have smaller design effects than subgroup comparisons, and subgroup comparisons have smaller design effects than means. This implies that it will be conservative to use the mean root design effects presented here in calculating approximate standard errors for complex statistics, such as multiple regression coefficients. The procedure for calculating such approximate standard errors is the same as with simpler estimates: first, a standard error is calculated using the formula for data from a simple random sample; then, the simple random sample standard error is multiplied by the appropriate mean root design effect.

13 Kish, L., and Frankel, M., "Inference from Complex Samples," *Journal of the Royal Statistical Society: Series B* (Methodological), 36 (1974): 2-37.

IV. Data Collection

4.1 Overview

The NELS:88 base year study collected data from students, parents, teachers, and school administrators. Self-administered questionnaires and tests represented the principal mode of data collection. For the NCES-sponsored core sample, the number of completed instruments and completion rates based on sample eligibility for each instrument are reviewed in Table 4-1.1. (See also Figure 4-1.) Completion rates by sampling strata are presented in Tables 4.4-2 and 4.4-3. (See section 4-4 for further information on the proper interpretation of these tables.)

Table 4.1-1.--Summary of NELS:88 base year completion rates

Instrument	Completed	Weighted	Unweighted
Student questionnaires	24,599	93.41%	93.05%
Student tests	23,701	96.53%[a]	96.35%[a]
Parent questionnaires	22,651	93.70%	92.08%
Teacher ratings of students	23,188	95.91%[b]	94.26%[b]
Teacher questionnaires	5,193	NA	91.40%
School administrator questionnaires	1,035	98.92%	98.38%

[a]Percentage of cases for which a student questionnaire was obtained for which a cognitive test was also obtained.
[b]Indicates a coverage rate. See section 4.4.

The above completion rates reflect the number of records in the public use data files, where parent, teacher, and school administrator data were excluded for the students who did not participate. In fact, a slightly larger number of parents, teachers, and school administrators participated in the survey.

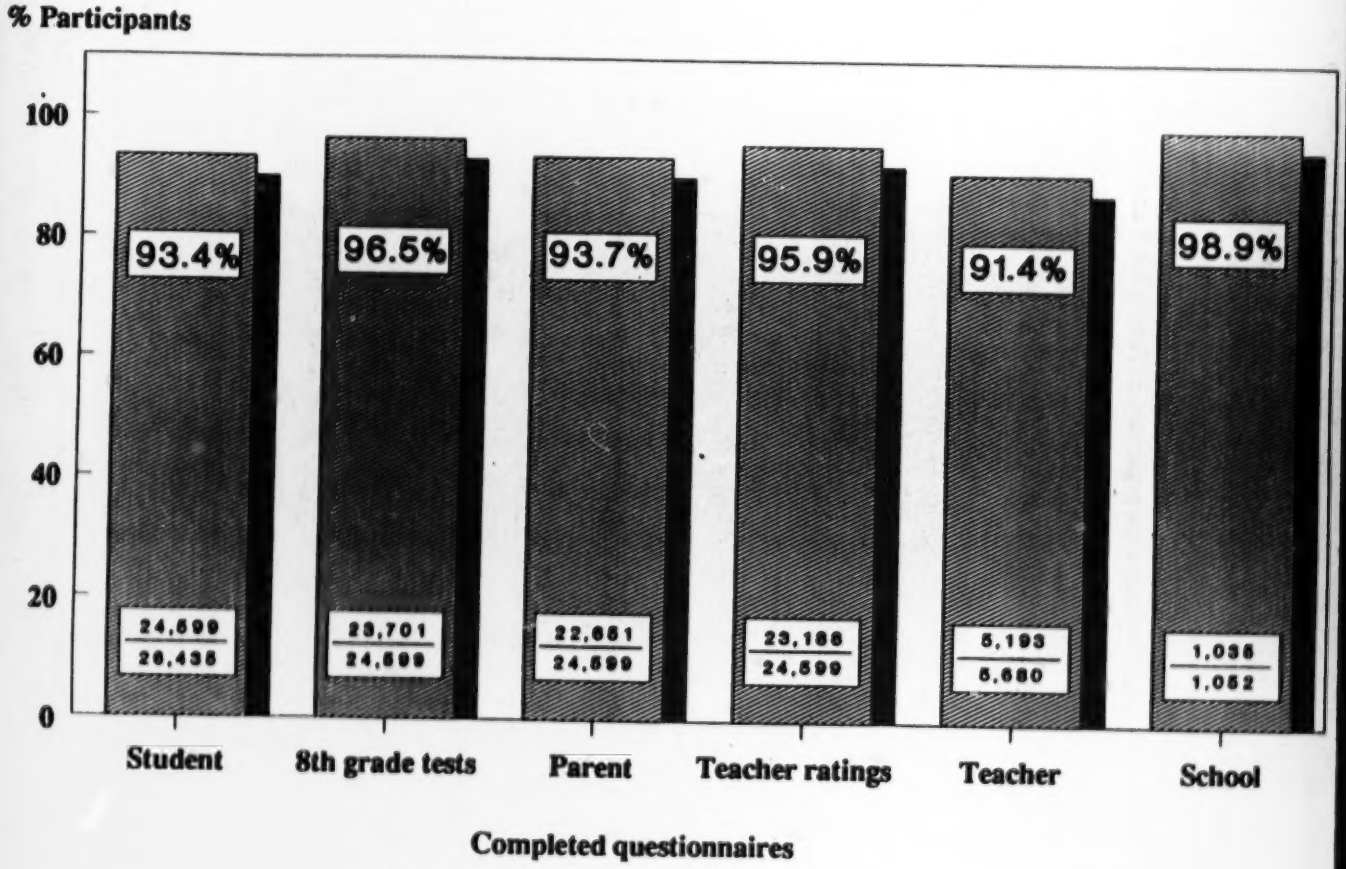
4.2 Pre-Data Collection Activities

Before the data collection effort could begin, it was first necessary to secure from the administrator of each sampled school a commitment to participate in the study. Several levels of cooperation were sought before school administrators were approached. The first level involved contacting key educational organizations. The Committee on Evaluation Information Systems (CEIS)[14] of the Council for Chief State School Officers was asked to provide its approval of the project. Contact was also made with the National Catholic Education Association (NCEA) and the National Association of Independent Schools (NAIS) in order to inform them of the study and to solicit their endorsements.

For public schools the next step involved contacting the Chief State School Officer (usually the state Superintendent of Schools) of each state to explain the objectives of the study and the data

14 CEIS is now known as the Education Information Advisory Council.

Figure 4-1.--Completion rates for NELS:88 base year surveys



Note: With the exception of the teacher survey, all completion rates are weighted.

collection procedures (especially those for protecting individual and institutional confidentiality). Once approval was obtained at the state level, contact was made with District Superintendents and, upon receipt of district approval, contact was made with the school principals. Wherever selected private schools were organized into an administrative hierarchy (for example, Catholic school dioceses), approval was obtained at the higher level before the school principal or headmaster was approached. Within each cooperating school, principals were asked to designate a school coordinator who would serve as a liaison between the NORC staff, the school administrator, and the selected students, teachers, and parents. The school coordinator (often a guidance counselor or senior teacher, but sometimes the principal or assistant principal) handled all requests for data and materials as well as all logistical arrangements for data collection on the school premises. Included among these responsibilities was annotating the list of sampled students to identify students whose physical or learning handicaps or linguistic disabilities would preclude participation in the survey. Coordinators were asked to classify all eligible students as Hispanic, Asian-Pacific Islander, or "core" (neither Hispanic nor Asian-Pacific Islander), and to distribute parental permission forms to sampled students. School administrators were also requested to collect audiological data for eligible hearing-impaired students participating in Individualized Educational Programs (IEPs).

4.3 Base Year Data Collection

Student questionnaires and tests were administered in group sessions to roughly twenty-five students in each of the schools in the core sample and augmentation samples. Telephone interviews were conducted for a small number of students who were unable to participate in the group-administered sessions. Parents who initially refused to grant permission for their child to participate in the study, but who later consented when contacted by an NORC representative, usually allowed their child to complete a questionnaire by telephone. Given the mode of administration, test data were not collected for these students. The parent, teacher, and school administrator questionnaires consisted of self-administered instruments that were normally received in the schools and then delivered to the intended recipient via the school coordinator, NORC representative, or, in the case of the parent, the student.

4.3.1 Student Survey and Eighth Grade Tests

NORC organized an Orientation Day for 158 schools that requested it or for schools that were deemed likely to particularly benefit from it.[15] The Orientation Day was usually arranged one or two weeks prior to the administration of the student questionnaire and tests. During these sessions, sampled students were informed about the objectives of the NELS:88 study, its voluntary nature, and the measures to be used to ensure respondent confidentiality. Students were also briefed about the tasks and procedures that would be followed in administering the questionnaire and tests. A check was made during this time to confirm that all required parental permission forms had been obtained.

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15 Orientation days were originally planned for all schools. However, the NELS:88 base year field test indicated that orientation days for eighth grade students would not significantly affect participation rates in most schools. See Ingels, S.J., et al., *National Education Longitudinal Study of 1988: Field Test Report* (Chicago, NORC, 1987; ERIC ED 289-897).

Base year student data were collected from students[16] in the core and augmentation sample schools between February 1 and June 30, 1988. Selected eighth graders within each school were gathered in a group session on the scheduled Survey Day. Two NORC field staff members, a "team leader" and a clerical assistant, were responsible for overseeing the administration of the questionnaires and tests during the planned session.

Actual survey administration, which was usually conducted in a school classroom or library, consisted of several steps. A check was made to confirm that parental permission forms had been obtained for all selected students. Students in each session were instructed to first complete the self-administered student questionnaire, starting with the background and identification section. A ten-minute break followed, during which time NORC field staff reviewed the questionnaires for completeness (i.e., checking for missing or multiple-response critical items). Upon completion of the questionnaires, an 85-minute battery of cognitive tests was administered. The tests consisted of four timed sections devoted to mathematics, reading, science, and social studies (history/government). Once the test battery was completed, an attempt was made to retrieve missing (or inappropriately marked) questionnaire items before the student left the classroom.[17] At the close of the session, NORC representatives packaged all completed student questionnaires and tests and mailed them to NORC for processing. Teacher and school administrator questionnaires were also collected, but were mailed to Westat for processing.

Arrangements were made to conduct make-up sessions for students who were scheduled, but unable to attend the first Survey Day. If fewer than five students were scheduled for a make-up day, the school coordinator was asked to handle the arrangements and oversee its administration.[18] When five or more students were scheduled, or in instances where the school coordinator was unavailable to conduct a make-up day, NORC representatives arranged a return visit to the school.

4.3.2 Parent Survey

A self-administered questionnaire was hand-delivered by the student to his or her home with a written request that it be "completed by the parent or guardian who is most familiar with the student's current school situation and educational plans." One parent of each sampled student in the core sample was included in the parent survey.

The parent questionnaires were received by parents on one of two dates: the Orientation Day or on Survey Day. Students who attended Orientation Day received parent questionnaire packets to take home. The packet was addressed to "The Parent of [Eighth Grade Student]." Although parents

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16 Student sample selection procedures are discussed in Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

17 An NORC field staff member was instructed to review the questionnaire to ensure that all critical items were completed. A specially designated oval indicating "no retrieval" was marked whenever the missing data could not be retrieved due to respondent refusal or inability to clarify an inappropriate response. (See also section 5.3.)

18 To ensure respondent confidentiality, school coordinators were prohibited from reviewing the student questionnaires for completeness. Instead, the review was conducted by NORC staff in Chicago, and missing data were retrieved by telephone.

were encouraged to complete the questionnaires for return by Survey Day via the student, they were also given the option of mailing the document directly to NORC. A prepaid envelope was included in the parent questionnaire packet for this purpose. About 40 percent of parent questionnaires were returned through the schools or directly without further intervention by NORC.

A mixed mode follow-up design was used in pursuing parents who failed to return a completed questionnaire several weeks after the questionnaire should have been received. (The locator section in the student questionnaire usually provided the necessary information for reaching the parent during the follow-up effort.) Parents first received a telephone prompt from an NORC central office interviewer, encouraging them to complete and return the questionnaire promptly.[19] The telephone prompt accounted for an additional 20 percent of the completed cases. If a case was still outstanding two weeks after a telephone prompt it was transferred to an NORC field interviewer for follow-up. Field interviewers were instructed to attempt to complete the case by telephone administration. Failing that, the interviewer was instructed to make a personal visit to the respondent's home in an attempt to conduct a face-to-face interview.

A special effort was made to ensure a high completion rate for parents of the OBEMLA (Hispanic and Asian/Pacific Islander) oversampled students. One of these efforts involved having a Spanish-language parent questionnaire and a Spanish-speaking interviewer available to conduct the telephone follow-ups. If an interviewer reached a Spanish-speaking household during the telephone prompting she or he would transfer the call to a Spanish-speaking interviewer. The bilingual interviewer would ascertain if the parent preferred to complete the questionnaire in Spanish or English. If a Spanish questionnaire was preferred, that version was mailed to the parent. During the follow-up field period, households that had been identified as Spanish-speaking during the prompting stage were assigned to Spanish-speaking interviewers who could administer the Spanish-language instrument if necessary.[20] Approximately 575 Spanish-language parent questionnaires were completed.

While a native language version of the questionnaire was not available for Asian and Pacific Islander parents, other special procedures were used to ensure a high completion rate for these groups. NORC contracted with Arts, Research, and Curriculum Associates, an educational consulting firm specializing in concerns of Asian and Pacific Islander ethnic groups, to develop a multi-language prompting letter (written in Chinese, Korean, Tagalog, Vietnamese, and English). The letter stressed the importance of the NELS:88 study and encouraged parent participation. The letter also asked parents to obtain assistance with the English language parent questionnaire, if necessary. Within two weeks after the letter and a copy of the parent questionnaire were sent to the parents of Asian/Pacific Islander students, an employee of that organization (who had signed the NORC confidentiality pledge and was, in effect, an NORC interviewer), and who could speak to the parent in his or her native language, telephoned the household. During that contact, the interviewer stressed the importance of the study and encouraged the respondent to participate. These special efforts proved quite effective in increasing completion rates for parents in both groups, bringing the final weighted completion rates to 88.35 percent for Hispanic parents and 90.76 percent for Asian and Pacific Islander parents.

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19 In order to deliver a parent questionnaire to those few students who did not attend either Survey Day or Orientation Day, the parents were contacted during the prompting follow-up phase and a questionnaire was mailed to them.

20 Parent permission forms for sampled students were also made available in Spanish.

4.3.3 Teacher Survey

A self-administered teacher questionnaire was distributed to selected eighth grade teachers of the sampled students. Teachers were selected on a preassigned basis in two of four subject areas---mathematics, science, English, social studies. Each school was randomly assigned to one of the following combinations of curriculum areas: mathematics and English; mathematics and social studies; science and English; and science and social studies.

Thus, at any given school, each sampled student's current teacher(s) in each of the two designated subject areas was selected to receive a teacher questionnaire. This selection procedure was designed to ensure representation of mathematics or science curriculum and English or social studies in all schools. (Combinations of English and social studies as well as science and mathematics were excluded by the design.) The design also achieved balanced representation of the four curriculum area combinations across the school variables of control (that is, public, Catholic, and other private), level (elementary, middle, junior-senior high school), geographical stratum, and school size.

Finally, using this design, the number of teacher respondents was expected to vary depending on the size and structure of the eighth grade at a particular school. It was anticipated that small schools with a self-contained eighth grade could have as few as one or two eligible teachers, while larger, departmentalized schools would typically have seven to ten teacher respondents. An average of five teachers per school participated in the teacher survey.

As part of a larger mailing, school coordinators received the teacher questionnaires about two weeks before the scheduled Survey Day. The packet contained a cover letter, teacher questionnaire, and a study brochure. School coordinators were responsible for delivering the materials to the selected teachers and requesting that they complete and return the questionnaire prior to the scheduled Survey Day. School coordinators were also responsible for collecting the completed questionnaires so that they could be picked up by the NORC representative on Survey Day. Telephone follow-up activities for teachers who did not return a completed questionnaire were conducted by NORC's subcontractor, Westat.

In order to prepare the school package, as well as meet the study objective of linking teacher data to individual students, several key pieces of information had to be acquired and processed before the teacher survey could proceed. The information required included:

A school file that contained information about the participating school, including the school's ID number, name, address, and telephone number. The file also contained the name and title of the school coordinator, the scheduled survey date, and key school characteristics (such as size and control). This information was used to produce school coordinator mailing labels and to ensure that the survey materials would be sent before the school's scheduled Survey Day. The file was transmitted electronically from NORC to Westat as soon as a school agreed to participate in the study.

A student file that contained the names and ID numbers of selected students for a participating school. This file was also transmitted electronically from NORC to Westat as soon as it was available.

A class schedule form completed by the school coordinator. Once NORC completed the student sampling for a school, the school coordinator was asked to complete a class schedule form. Using this form, coordinators recorded information about the classes each sampled student attended in

the two curriculum areas preassigned to the school. This form identified the teachers and classes to be included in the survey. This information was used to produce the teacher labels and list of each teacher's sampled classes.

The class schedule form served two purposes. The first was to identify the teachers who taught classes in the designated curriculum areas to one or more of the sampled students included in the study. Each teacher listed on the class schedule form by the school coordinator was asked to complete a teacher questionnaire. The second purpose of the class schedule form was to identify, by teacher, the specific class each student attended for each assigned subject area. This information was used to produce a list of classes for which each teacher respondent provided descriptive information in Part II of the questionnaire. The class schedu'e form, then, provided the mechanism to link teacher ratings of students and descriptions of curriculum and practices to individual students. School coordinators were instructed to return their completed form to Westat. Once a completed class schedule form was received at Westat, it was checked for completeness and discrepancies. If any crucial items were missing or errors were detected, the school coordinator was contacted by telephone and the relevant information was obtained or clarified. If a class schedule form was not returned to Westat within two weeks, a prompting telephone call was made to the school coordinator.

Although the questionnaire administration schedule allowed approximately two weeks for teachers to return the completed questionnaires to school coordinators for return to Westat, in some cases materials were not received at the school sufficiently in advance of Survey Day to maintain this schedule. When school and/or student files were received too late to allow the timely completion of the class schedule form request packages, the packages were express mailed to the schools. Trained telephone interviewers then contacted the school coordinators and helped them complete the class schedule form by telephone.

Similarly, overnight express mailings were used to ensure the arrival of questionnaire packages prior to Survey Day. Coordinators were asked to encourage teacher respondents to have completed questionnaires ready for NORC field staff. When time did not permit the arrival and/or return of completed questionnaires on the desired time schedule, school coordinators were given the necessary materials to mail questionnaires directly to Westat following the completion of Survey Day activities. In general, these administrative exceptions were handled on a case-by-case basis.

4.3.4 School Survey

For the school survey, the school administrator (principal or headmaster) was asked to complete a school administrator questionnaire before the scheduled Survey Day. About two weeks before the Survey Day, school coordinators received a school administrator questionnaire packet, containing a cover letter, the school administrator questionnaire, and a study brochure. School coordinators were responsible for delivering the materials to the school administrator. They were also instructed to collect the completed questionnaire on or before Survey Day so that it could be picked up by the NORC representative. After that date, school administrators could mail their completed questionnaires directly to Westat in prepaid business reply envelopes provided for this purpose. Follow-up activities for administrators who did not return a completed questionnaire were conducted by Westat.

4.4 Data Collection Results

Tables 4.4-1 through 4.4-3 summarize the data collection results for the NELS:88 base year study. Table 4.4-1 reviews the school sample selections and sample realization. The final sample roughly achieved its target number of schools. Just under 70 percent of the original selections cooperated. Replacement schools were drawn on when original selections refused to participate, in order to achieve the overall numerical target in each stratum. The tables that follow (Table 4.4-2 and Table 4.4-3) present two sets of completion statistics for the four study components that constitute the NELS:88 core sample. The statistics are presented according to the sampling stratification variables.

Table 4.4-2 displays weighted and unweighted completion rates based on the overall study/sample design in which the participating student constitutes the basic unit of analysis. For purposes of this table, the completion rate was calculated as the ratio of the number of completed interviews divided by the number of in-scope sample members. Note that the student population is, in the strictest sense, the sole independent sample, and that the other populations, for example parent and teacher, are defined in relation to participating students. Because the parent or teacher of a base year student nonparticipant was defined as out-of-scope (even though these parents and teachers may have completed questionnaires), these out-of-scope respondents have been subtracted from both the numerator and the denominator in the response rate calculation. Given this definition of response rate, weighted completion rates exceed 93 percent for each class of respondents as well as for the teacher ratings of students. In the case of teacher, the statistics given represent more strictly a coverage rate than a teacher response rate. Note that reports were sought from two teachers of each student. The teacher ratings statistics in Table 4.4-2 depict the percentage of base year participating students for whom observations were obtained from one or more teachers.

Table 4.4-3, in contrast, presents the weighted and unweighted completion rates for each survey based on the initial sample selections--that is, the response rate denominator includes base year nonparticipants, even though the parents and teachers of base year nonparticipants respondents were defined as out of scope. Utilizing this definition, the completion rates decrease by several points to around the 90 percent mark. Because in both instances ineligible (or out-of-scope) schools and students were removed from the sample prior to data collection, completion rates are computed directly by simply dividing the number of participating respondents/schools by the number of selections. As in table 4.4-2, the teacher survey represents a coverage rate, rather than a teacher response rate.

Table 4.4-1.--NELS:88 base year school sample selections and realization

Stratum	Estimated [a] size	Eligible original selections	Target N	Total N cooperating schools	Sample realization (% of target achieved)	Cooperating original selections	Cooperating alternative selections
Total	38,837	1,002	1,032	1,057	102%	698	359
Public schools [b]	22,690	774	800	817	102%	522	295
Catholic schools [c]	6,928	91	95	104	109%	70	34
Other private schools	9,219	137	137	136	99%	106	30

[a] Estimated as the sum of the school-level weights for each school type.

[b] Stratified by nine Census divisions; racial compositions; grade 8 enrollment; and urbanicity (central city, suburban within SMSA county, rural [non SMSA]).

[c] Stratified by nine Census divisions; racial composition; grade 8 enrollment; and urbanicity (central city, suburban within SMSA county, rural [non-SMSA]).

Table 4.4-2.--NELS:88 base year completion rates for student, parent, teacher and school surveys, adjusted for out-of-scopes

	Student questionnaire		Student 8th grade test		Parent questionnaire		Teacher ratings[a]		School questionnaire	
	Completion rates		Completion rates		Completion rates		Completion rates		Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	93.41	93.05	96.53	96.35	93.70	92.08	95.91	94.26	98.92	98.38
Participated		24,599		23,701		22,651		23,188		1,035
Selected		26,435		24,599		24,599		24,599		1,052
School type										
Public	93.15	92.79	96.32	96.11	94.21	93.72	96.57	95.82	98.73	98.28
Catholic	95.67	94.99	98.08	97.52	89.85	83.55	90.95	84.76	100.0	100.0
Other Private	94.06	93.15	97.34	96.94	91.57	88.34	93.18	92.11	98.25	97.74
Urbanicity										
Urban	92.36	92.19	95.89	95.96	91.48	90.00	94.62	93.20	98.94	97.48
Suburban	92.17	92.38	96.36	96.29	93.32	91.44	95.56	93.85	98.12	98.18
Rural	95.26	95.13	97.29	96.94	96.08	95.40	97.46	96.09	99.64	99.66
Region										
Northeast	92.81	91.85	96.31	95.52	90.58	84.45	91.75	86.42	98.67	97.72
South	94.11	94.03	96.93	96.92	95.93	95.87	97.44	97.00	99.19	98.89
North Central	94.70	94.79	96.85	96.96	94.92	94.72	97.71	97.82	99.75	98.88
West	91.17	90.83	95.50	95.40	90.18	89.62	94.18	93.25	97.10	97.54
Ethnicity										
Hispanic	90.86	90.24	94.95	94.88	88.35	87.57	92.58	92.50	NA	NA
Asian/Pacific Islander	89.70	90.12	98.18	97.84	90.76	91.53	94.06	93.69	NA	NA
Other	93.75	93.63	96.64	96.45	94.28	92.72	96.28	94.53	NA	NA
Minority schools										
Schools with more than 19% minority students	89.64	89.43	95.21	95.44	89.94	88.79	92.78	92.44	98.54	98.04
Schools with less than or equal to 19% minority students	93.83	93.51	96.67	96.45	94.09	92.47	96.24	94.48	98.93	98.42

[a] Indicates a coverage rate.

Table 4.4-3.--NELS:88 base year completion rates for student, parent, teacher and school surveys: In-scope completions as a proportion of the total initial sample

	Student questionnaire		Student 8th grade test		Parent questionnaire		Teacher ratings[a]		School questionnaire	
	Completion rates		Completion rates		Completion rates		Completion rates		Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	93.41	93.05	90.17	89.65	87.53	85.68	89.59	87.72	98.92	98.38
Participated		24,599		23,701		22,651		23,188		1,035
Selected		26,435		26,435		26,435		26,435		1,052
School type										
Public	93.15	92.79	89.73	89.18	87.75	86.97	89.95	88.92	98.73	98.28
Catholic	95.67	94.99	93.83	92.63	85.96	79.37	87.01	80.51	100.0	100.0
Other Private	94.06	93.15	91.56	90.29	86.14	82.27	87.65	85.79	98.25	97.74
Urbanicity										
Urban	92.36	92.19	88.56	88.46	84.49	82.97	87.39	85.92	98.94	97.48
Suburban	92.71	92.38	89.34	88.96	86.52	84.47	88.60	86.70	98.12	98.18
Rural	95.26	95.13	92.68	92.14	91.52	90.74	92.85	91.41	99.64	99.66
Region										
Northeast	92.81	91.85	89.39	87.73	84.06	77.56	85.15	79.37	98.67	97.72
South	94.11	94.03	91.23	91.14	90.28	90.14	91.71	91.21	99.19	98.89
North Central	94.70	94.79	91.71	91.91	89.89	89.78	92.53	92.72	99.75	98.88
West	91.17	90.83	87.07	86.69	82.21	81.40	85.87	84.69	97.01	97.54
Ethnicity										
Hispanic	90.86	90.24	86.27	85.63	80.28	79.02	84.11	83.48	NA	NA
Asian/Pacific Islander	89.70	90.12	88.07	88.17	81.41	82.49	84.37	84.43	NA	NA
Other	93.75	93.63	90.61	90.31	88.39	86.81	90.26	88.51	NA	NA
Minority schools										
Schools with more than 19% minority students	89.64	89.43	85.35	85.36	80.63	79.41	83.17	82.67	98.54	98.04
Schools with less than or equal to 19% minority students	93.83	93.51	90.70	90.19	88.29	86.47	90.30	88.35	98.93	98.42

[a] Indicates a coverage rate.

V. Data Control and Preparation

Data control and preparation consisted of activities preliminary to the transformation of responses from the school administrator questionnaire into a clean computer data file. These activities include editing completed questionnaires for missing information, retrieving the missing information, monitoring the receipt of completed questionnaires, and preparing the questionnaires for data entry.

5.1 Monitoring and Receipt Control

Records of all data collection activities were maintained in a computer-based receipt control system. This system was implemented using the Status Monitoring System (SMS) that is part of Westat's Survey Information System (SIS). The SIS/SMS contained two files--the school file, containing school-level information such as scheduled survey date and mailout date; and the questionnaire file, containing information such as date received and status code.

When a package of school questionnaires was received at Westat, the contents were reviewed and status codes were assigned. Next, the date received and status codes were logged into the receipt control system. The questionnaires were then filed for further processing.

The receipt control system was also used to record transmittals between Westat's Telephone Research Center and data entry. Questionnaires requiring nonresponse or data retrieval follow-up were logged out to the Telephone Research Center. When follow-up was completed, the status was logged into the system. When a batch of questionnaires was ready for data entry, the data entry batch number was entered into the receipt control system. Each week during the data collection period, a status report, which reflected the status of teacher questionnaire receipt, was produced by Westat and sent to NORC.

5.2 Inhouse Editing and Coding

Editing and coding were conducted to identify questionnaires that required data retrieval and prepare them for telephone follow-up, to identify problem situations requiring coding decisions, to review completed data retrieval, and to prepare all questionnaires for data entry. The three types of problems discovered during coding were errors in critical questions, errors in noncritical questions, and situations that required a coding decision.

If an editor found that a questionnaire contained errors, inconsistencies, or missing data for one or more of the critical questions, a data retrieval call was made to the school administrator-respondent. When an editor determined that such a call was required, all information for critical and noncritical questions was included on the problem sheet and the case was then sent to the Telephone Research Center to be resolved.

Questionnaires were checked for errors, inconsistencies, and missing data. For noncritical questions, the coding supervisor attempted to resolve the error using information obtained from other portions of the questionnaire. If the error could not be resolved this way, then the "not ascertained" code was assigned to the question. (For critical questions, retrieval activities were conducted as discussed in section 5.3 below.)

If a questionnaire contained a problem situation requiring a coding decision, the case was referred to the coding supervisor. When a problem occurred in more than one or two cases, instructions

on how to handle it were distributed to all coders. The coding supervisor explained the new instructions and checked that each coder understood them.

5.3 Data Retrieval and Follow-Up

Three types of follow-up procedures were used for obtaining questionnaires from school administrator nonrespondents: a telephone call to the school coordinator when no package was received from a school; a telephone call to the school coordinator when an incomplete package was received; and a telephone call to each nonresponding school administrator to collect questionnaire information by telephone.

An expected return date was assigned to each questionnaire packet sent to the schools. A date of one week after Survey Day was used for schools that received questionnaires prior to their scheduled Survey Day: one week was considered sufficient for the NORC field interviewer to return the package of completed questionnaires obtained on Survey Day to Westat by first-class mail. For schools that did not receive their questionnaire packet prior to Survey Day, a return date of three weeks after mailout was established to allow the school coordinator time to distribute, collect, and mail the questionnaires to Westat. If a questionnaire packet was not returned by the expected return date, a prompting telephone call was made to the school coordinator.

When an incomplete package was received, the transmittal form was reviewed to determine what follow-up arrangements had been made by the coordinator or NORC field interviewer for return of the missing questionnaires. If questionnaires were not received at Westat by the target date specified on the transmittal form, a follow-up telephone call was made to the school coordinator.

For those questionnaires not received after the follow-up telephone calls to coordinators, the school administrators were contacted by telephone to collect questionnaire data. This follow-up call was conducted from Westat's Telephone Research Center by interviewers trained in both nonresponse conversion and data retrieval. Interviewers were monitored by Telephone Research Center supervisors and project staff. In addition, each interviewer's completed cases were carefully reviewed. Any problems were discussed with the interviewers and corrected.

If a school administrator's questionnaire contained an error or an inconsistency related to a critical question, a retrieval telephone call was made to the respondent. As in the student and parent surveys, a critical question was one deemed to have particular policy relevance. A list of critical questions for the school questionnaire appears in Appendix B. All inconsistencies or missing data for each of the critical questions were resolved during this call.

5.4 Data Entry

After coding and (when necessary) data retrieval, questionnaires were transmitted in batches to Westat's data entry facility. Details of this process are discussed in Chapter VI.

VI. Data Processing

Data processing activities span the entire length of the NELS:88 base year student and associated school survey, beginning with selection of the school sample, continuing with receipt control and machine editing, and ending with the preparation of public use data tapes and user documentation. Westat, Inc. was NORC's subcontractor for the post-Survey Day data collection and the processing of the school questionnaires for NELS:88.

6.1 Receipt Control Procedures

Records of all data collection activities were maintained in a computer-based receipt control system, part of Westat's Survey Information System as discussed in section 5.1. This system was used to record receipt of questionnaires and data retrieval follow-up.

6.2 Data Entry

Coded questionnaires were transmitted in batches to Westat's data entry facility. Questionnaires were keyed to disk following specifications programmed for the base year school questionnaire. These specifications included all skip patterns and zero-filling of numeric fields. Each questionnaire was 100 percent key-verified. After verification, each batch file was transmitted to Westat's computer facility, where the machine edit programs were administered.

6.3 Machine Editing

Conventions for editing, coding, error resolution, and documentation adhered as closely as possible to the procedures and standards previously established for HS&B and NLS-72.

The purpose of the machine edit operation was to identify and correct errors on the questionnaire data files. The types of errors corrected included respondent errors, coding errors, and data entry errors. All checks made during manual editing were also made during machine editing. Thus, any errors not identified manually were identified by computer. The machine edit specifications included all checks needed to identify respondent, coding, and data entry errors. The types of checks contained in the edit specifications were:

- Alpha versus numeric: This edit check consisted of checking all fields in the data record to ensure that pure numeric fields contain no alphabetic or special characters.
- Range check: These edit checks verified that each field contains only allowable codes.
- Skip pattern check: These checks verified that all skip instructions on the questionnaire were correctly followed by the respondent.
- Data consistency check: These checks compared data in different fields within a record to ensure that consistent answers were given by the respondent.
- Addition check: This type of check verified that the total fields were correct.

All range and skip pattern checks were generated from the same source files used to produce the coding manual. Next, the remaining logic checks (for data consistency and addition errors) were added to the logic check file. The structured code for machine editing was then generated.

When each batch of questionnaires was key-entered and transmitted to the computer facility, the machine edit program was run for that batch. The editor compared the error listing produced by the machine edit program against the questionnaires. To determine how to resolve the edit errors for a case, the editor first determined the type of error:

- data entry or coding error
- respondent error (including missing data) to a key question
- respondent error (including missing data) to a nonkey question
- problem situation requiring an editing decision

For data entry and coding errors, the editor obtained the correct data from the questionnaire and wrote the correction on an update sheet. Since most respondent errors and problem situations were identified and corrected during the manual edit operation, only a few of these errors appeared during machine editing. For these cases, the procedures followed were the same as those followed during the coding operation.

A reserve code is used to fill the field either when a value was not provided by the respondent, or when the respondent indicated that he or she did not know the answer to the question. These codes are as follows:

6 = DON'T KNOW
7 = REFUSED (if critical item is missing and retrieval oval is checked)
8 = MISSING
9 = LEGITIMATE SKIP

If the field is longer than one column, the right-hand column contains one of the above codes and the rest of the columns are filled with "9"s.

Each critical item has an associated "retrieval oval." The retrieval oval was marked if an attempt was made to retrieve data from a respondent. These flags were then used to set corresponding blank data to REFUSED. Although retrieval variables were present in the questionnaire, they are not present in the data since their purpose was to determine correct reserve codes. Any critical item that was blank, not a legitimate skip, and whose retrieval oval flag was checked was coded as "7" (refused). A critical item that was blank, not a legitimate skip, and whose retrieval flag was not checked was coded as "8" (missing). If a filter was coded "7" (refused), all subsequent questions that might have been skipped were processed as if the respondent should have answered them. Filters that were coded "6" (don't know) or "8" (missing) were handled the same way.

Upon receipt of the data file from Westat, NORC instituted a program of quality control checks. These included:

1. The data file was checked to ensure that there were no duplicate school IDs.
2. The receipt control file from Westat was checked against the data file to ensure that a data record existed for all schools reported to have completed a questionnaire. Similarly, the NORC receipt control system was checked against the data file.

3. A subset (approximately 10 percent) of the machine edit specifications was selected, and simple diagnostics were run to ensure that the edit specifications were implemented as specified. Some specific checks were made for consistent reporting of total number of students and to ensure that skip patterns were properly followed.

4. Crosstabs were run and scanned for anomalies.

6.4 Data File Preparation

The conventions used to assign SAS and SPSS variable names are as consistent as possible with HS&B and NLS-72. In those two surveys, variable names were assigned according to the survey wave and the question number. A similar system was developed for NELS:88. For example, BYSC26 is from the NELS:88 base year school questionnaire question 26.

The composite variables included in the school file represent school characteristics that will remain constant throughout the various waves of NELS:88. These variable names begin with G8, for example, G8REGON (U.S. Census region of the eighth grade school), or with BYSC (base year school), where it is important to distinguish between the school and the eighth grade (enrollment is reported for both the school and the eighth grade, BYSCENRL and G8ENROL).

The only reserve code used for composite variables is that of missing data. For one-column variables that is an 8, for greater than one column, the leftmost columns are filled with "9"s (9....8). In these instances, the sources for data other than valid values in composites are either item nonresponse or nonparticipation in all or part of the components of the study. Neither of these sources would justify using any reserve code other than missing. Appendix D contains explanations of the conditions under which specific composite variables were assigned a missing code.

VII. Guide to the Data Files and Codebook

The NELS:88 public use data files are available on four separate tapes, one for each study component: the student survey, the parent survey, the teacher survey, and the school administrator survey. The tape for the school survey component contains a file based on data for 1,035 schools. As indicated earlier, the school data can be used alone or merged with the student, parent, or teacher files.

Since multiple instruments were used to gather data from students, parents, teachers, and school administrators, the analyst must use the proper participation flags and weights to produce accurate statistics. Therefore, before we describe the data files, we offer several suggestions that should be helpful to the analyst. These are followed by a complete description of the content and organization of the school data file and a guide to the associated codebook.

The schools included in the study constitute a statistically valid sample, and analyses can be performed on the school data independent of other study components. The school data can also be used to provide information about student-related characteristics and school practices and environment, which can be linked to individual student-level records. If the data are used in this manner, analysis and reporting activities can focus on the effects of school characteristics on various student outcomes and responses. See section 7.2.1 for details on how IDs can be used to link data files.

In the section on the data file, the reader should pay particular attention to the composite variables, which have been specially constructed to streamline substantive analyses. Since researchers often need to control for geographic region, urbanicity of school, percentage minority students in the eighth grade, and the like, a set of classification variables has been carefully constructed that can be used for this purpose. Complete specifications used to create these composite variables can be found in Appendix D. Should the analyst choose to create alternatives, he or she is, of course, free to do so.

7.1 Packaged Statistical Programs

NCES has responded to numerous questions over the years having to do with statistical analyses of data from earlier longitudinal education studies, and now routinely recommends the procedures outlined in Appendix F, using SAS with NELS:88 data. SPSS-X can also be used, and the data tape contains the appropriate control cards for this package. Analysts should contact their own support facilities to obtain the information necessary to create an SPSS-X system file from a SAS system file and vice versa.

One of the first steps to take before running statistical analyses is to select the proper participation flags and weights. Relevant flags are included on the student and parent tapes, and weights are found on the school, student, and parent tapes. The NELS:88 data files are designed to be used as weighted data sets in all analyses. The complexity of the sample design of the base year virtually ensures inaccurate results if the data are analyzed on an unweighted basis. Clustering, multistage selection, and disproportionate sampling all contribute potential bias and various degrees of unreliability, which can be avoided by using the weights provided to analyze specific subsets of the sample.

The appropriate participation flag(s) and/or weight should be used if unweighted and weighted analyses are to be performed correctly. See Appendix F for specific examples using Statistical Analysis System (SAS).

7.2 Content and Organization of the Data Files

The school raw data file consists of 1,035 records for participating school administrators. (Records for nonparticipants are not included on the base year data tape of a longitudinal study.) Each record is organized as shown in the record layout that appears as Appendix C. The variables on the record are grouped into logical sets as discussed below. For the sake of brevity, each item of data is referred to by its SAS (SPSS-X) variable name, as defined in the control cards provided with the data file.

The school data tape contains four related files. They are:

1. The raw data file, with items in the following order for each school:
   a. Randomized ID number (positions 1-5)
   b. Information from the school questionnaire (positions 6-255)
   c. Base year weight and composites (positions 256-276)
2. SPSS-X control cards
3. SAS control cards
4. SAS system file

Questionnaire data from school administrators, students, or both sources were collected from 1,057 schools in the core sample. Five of these 1,057 schools were dropped from both the school and student data files because student questionnaire data were missing, leaving 1,052 schools either with school administrator and student data, or with student data only. These 1,052 schools are represented on the student file.

For 17 of the 1,052 schools, no school administrator data were available. Because these 17 schools are not included in the school file (which contains as its main source data responses to the school administrator questionnaire), the number of schools in the school file is 1,035. The 1,035 schools are those for which both school administrator data and data from at least one student are available for the school.

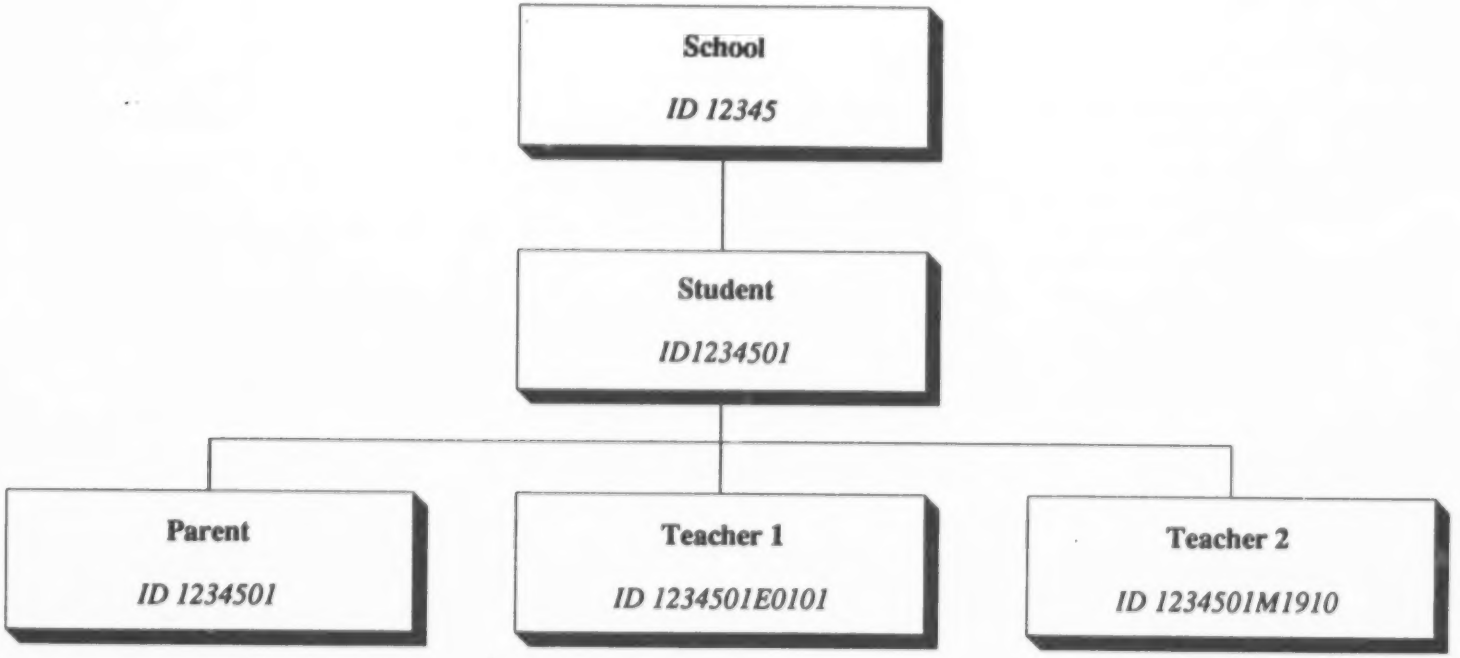
7.2.1 Identification Codes

The first variable on the raw data file, SCH_ID, is a unique but randomized five-digit school identification code. Each student in that school has a seven-digit ID consisting of the school ID followed by a two-digit student code. Both sets of numbers have been randomly assigned to maintain confidentiality. Data for the four components of NELS:88 may be linked through the IDs of each component. The parent record contains the student ID. The first field of the teacher identification is the student ID. Thus, the school ID is embedded in the first five digits of each component ID. See Figure 7-1. The 17 schools without a school questionnaire (see section 7.2) can also be linked to the parent and teacher files through the public use ID.

7.2.2 School Questionnaire Information

Information from the school questionnaire is presented in the same order as the questions. Variables are identified by their SAS (SPSS-X) name. All variable names begin with BYSC for Base

Figure 7-1.--Data file linkages



Note: Each student was rated by teachers in two subjects. For some students, both ratings were made by the same teacher.

Year School, followed by the question number. For example, BYS50AD is question 50, part AD, from the base year school administrator questionnaire.

7.2.3 Sampling Weights

BYADMWT is calculated from the overall design weight for schools (SCHWT) adjusted for the fact that some of the school administrators of the participating schools did not complete a school questionnaire. SCHWT is the reciprocal of the selection probability for each of selected schools. Only BYADMWT is included on the school data tape. It is used to calculate population estimates for schools.

Similarly, BYQWT is calculated from the design weight for the student (RAWWT), adjusted for the fact that some of the selected students did not complete the questionnaire. RAWWT is the reciprocal of the conditional selection probability within school for the student, given that the school was selected into the base year sample, multiplied by his or her school's design weight (SCHWT). BYQWT alone is included on the student data tape, as well as on the parent data tape. It is used to compute population estimates of student respondents.

Analysts using the school data independently should use the nonresponse-adjusted school weight (BYADMWT). If instead, the school is used as contextual data for the student, then use the nonresponse-adjusted student participation weight (BYQWT). In certain cases, analysts may wish to include school information in the student-level analysis or student information in their school-level analysis. In the former case the analyst would attach the information of interest from the school file to each student in the school. (This has already been done for the school composite variables discussed in the following section.) The student weight would then be used when the analysis was conducted at the student level.

If the analyst wishes to include student, parent, or teacher information in analyses at the school level, he or she must construct aggregated variables for each school from the individual-level data. Weighted values for students and parents are to calculate the aggregate values for the school. For example, one could create an average socioeconomic status (SES) index for each school, or a school climate measure that uses students' or teachers' ratings. The school weight would then be used in the analysis.

7.2.4 Composite Variables

Most composite variables were constructed using responses from two or more questionnaire items. In some cases, composites were constructed from numerous variables or from variables from different data bases. Others were constructed by recoding a variable. A very few were simply copied from a different data source to this file for the user's convenience. All of the composite variables are described in detail in Appendix D, where they are listed along with the weight in the order in which they appear on the tape. Most of the composite variables can be used as classification variables or independent variables in data analysis. For this reason, composite variables may be referred to as classification variables in this or other NCES documents.

Composites of school-level characteristics provide information about the student's school.

G8TYPE classifies the type of school by the grades spanned. G8CTRL classifies the school into one of four categories, public, Catholic, other religious private, and other non-religious private.

The information for G8CTRL was taken primarily from the school data file after combining types of Catholic schools.

BYSCENRL categorizes the school enrollment and G8ENROL categorizes the eighth grade enrollment as reported by the school. G8URBAN classifies urbanicity; this classification was taken directly from the QED (Quality Education Data) file, for the student's school. G8REGON indicates in which of the four U.S. Census regions the school is located.

G8MINOR reflects by category the percentage of minority students in the eighth grade reported by the school. G8LUNCH reports by category the percentage of students in that student's school who receive free or reduced-price lunches. It was calculated from responses to the school questionnaire.

G8SUBS shows the subject matter concentrations of the two teachers selected to complete the teacher questionnaires. BYSCORG2 categorizes school organization. BYRATIO estimates the student-teacher ratio for the school, based on enrollment and teacher information from the school questionnaire.

7.3 Guide to the Codebook

The codebook provides a comprehensive description of the school data file. For each variable on the tape the codebook provides a summary of the related information. The question number and wording, the variable's tape position and format, and the responses to the item along with their unweighted frequency and percent and weighted percent are shown. See Figure 7-2 for an example. Each portion of the example is numbered. These numbers can be used to reference the associated explanation in the text following the figure.

Again, it is worth noting that there were cases when information not provided by the school administrator (or the student) was obtained from other sources. One example is when information from the QED data file, used to create the sample frame, was also used to fill in missing information about the grade range of the school. A full description of these substitutions is in Appendix D. In general, however, there were no other attempts at imputing data for missing values.

Figure 7-2.--Codebook entry

(1) Question 14 (2) Tape Pos. 32-33

(4) BYSC14 = (5) % OF 8TH GRADERS IN SINGLE PARENT FAMILY

(6) What percent of your eighth grade students would you estimate live in a single parent family? (CIRCLE ONE)

(7) RESPONSE	(8) CODES	(9) FREQ	(10) PER-CENT	(11) WGTD PCT
None	1	30	2.9%	11.6%
1% - 25%	2	515	49.8%	56.9%
26% - 50%	3	341	32.9%	20.7%
51% - 75%	4	87	8.4%	5.2%
76% - 99%	5	20	1.9%	1.6%
All	6	3	.3%	1.7%
Cannot estimate	7	35	3.4%	2.3%
(12) RESERVED CODES:				
MISSING DATA	98	4	.4%	(MISS)
TOTALS:		1035	100.0%	100.0%

Explanations:

(1) Question number: For variables taken directly from questionnaires, this is the question number in the original document. Composite variables and other items such as flags and weights have variable names that represent their content.

(2) Tape position: This item gives the starting and ending tape position for each variable on the data tape.

(3) Variable format: This item indicates the type of variable, its width, and the number of positions following the implicit decimal point, if any.

(4) SAS and SPSS-X variable name: Each variable on the data tape is identified by a unique SAS and SPSS-X variable name. Data indicators (such as flags and status codes) and composite variables are given mnemonics that help identify them, for example, G8REGON for "Grade 8 in what U.S. Census Region."

For all variables the user should be careful always to refer to the variable by its SAS (SPSS-X) name in any computing procedures, rather than by its question number.

(5) SAS (SPSS-X) variable label: A short variable label appears after the variable name. This label is the same as that which appears on the SAS (SPSS-X) data definition cards included on the tape.

(6) Original question wording: This reproduces the exact question wording as it appeared in the questionnaire.

(7) Response categories: This item provides either the original response categories (in the case of questionnaire items) or the recoded or constructed response categories (for composite variables and data indicators, such as flags). For display in the tables, some continuous variables have been recoded to collapse all valid values into a single response category. This allows the codebook tables to show the frequency counts, unweighted percentages, and adjusted weighted percentages for continuous variables without printing each distinct value that the variable can take. These value labels are not the same as those on the SAS (SPSS-X) data definition cards. Condensed value labels that do not cause truncation problems are provided with the data definition cards.

(8) Response codes: This item provides the actual numerical codes that appear on the data tape in the tape position specified (except for continuous variables, where the actual values that appear on the tape have been recoded to produce the frequency counts and percentages). Certain codes, discussed below, are reserved to indicate missing data, legitimate skip, and so forth.

(9) Frequency counts: This item shows the unweighted frequency counts for all records that were processed, including records that have missing data codes, legitimate skips, and so forth.

(10) Unweighted percentage frequencies: This column displays the frequency counts of item 9 as percentages. All records that were processed are included.

(11) Weighted "valid cases" percentage frequencies: This column displays the weighted frequencies for those cases that are "valid," that is, excluding those records that have been assigned reserved codes.

(12) Reserved codes: In this data set certain codes, termed "reserved codes," have been chosen always to stand for certain situations. **NORC and Westat have different values for reserve code 6. The student and parent surveys use NORC's convention of 6 = multiple response. The school and teacher surveys use Westat's code of 6 = don't know as shown below.** Reserve codes 7, 8, and 9 are identical for all study components. These reserve codes and their interpretations are:

6 = don't know	respondent indicated "don't know"
7 = refusal	respondent refused to answer an item or refused to resolve a multiple response where only one was called for, either at the time of the questionnaire administration or at telephone follow-up
8 = missing data	data that should be present for this respondent is missing, but respondent did not necessarily refuse to provide data
9 = legitimate skip	because of responses to preceding filter questions, data for this item should not be present for this respondent; that is, the value is legitimately missing

These reserved codes correspond identically to those used in NLS-72 and in the HS&B study. The codes as listed above apply to variables with single-column data fields. For variables with fields greater than one column, the leftmost columns are filled with 9s (e.g., 96, 996, 9996).

Appendix A

School Administrator Questionnaire

Form Approved
O.M.B. No. 1850-0593
App. Exp.: 1/89

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

SCHOOL QUESTIONNAIRE
NELS: 88
BASE YEAR

Prepared for:

U.S. Department of Education
Center for Education Statistics

Prepared by:

WESTAT
An Employee-Owned Research Corporation
Rockville, Maryland

and

NORC
A Social Science Research Center
University of Chicago

As a matter of policy, the Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.
2. You may skip any questions you do not wish to answer.
3. We are asking you these questions in order to gather information about what happens to students as they move into high school and make decisions about postsecondary education and work.
4. Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.

INTRODUCTION

This questionnaire is directed to the school principal. It is divided into seven sections. The first six sections request mainly factual information about this school and its programs. These sections can be answered either by the principal or by a designee who is able to provide the requested information. The final section requests judgmental evaluations about the school climate, and we ask that this section be completed by the principal personally.

Some factual questions may request information that is not readily available from school records (e.g., the racial/ethnic composition of the eighth grade student body). Informed estimates are acceptable for such questions. Your estimates will be better than ours. Please answer directly on the questionnaire by circling the appropriate number or by writing your response in the space provided.

We realize that you are very busy; however, we ask that you complete the questionnaire and return it to your school's Study Coordinator within the next two weeks (or sooner, if asked by the coordinator). To protect the confidentiality of your responses, we suggest that you return the completed questionnaire to its original envelope and then seal the envelope before turning it in.

Thank you very much for your help.

NOTE: Reference is made to Language-Minority (LM) and Limited-English-Proficient (LEP) students as well as English-as-a-Second Language (ESL) programs throughout the questionnaire. For this study, the following definitions apply:

Language-Minority (LM) Students: A student in whose home a non-English language typically is spoken. Such students may include those whose English is fluent enough to benefit from instruction in academic subjects offered in English as well as students whose English proficiency is limited.

Limited-English-Proficient (LEP) Students: A student whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction in English.

English-as-a-Second Language (ESL) Program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to students.

SCHOOL CHARACTERISTICS

1. Circle all grade levels included in your school.

PK K 01 02 03 04 05 06 07 08 09 10 11 12 13+

2. As of October 1, 1987 (or the nearest date for which data are available), what was the total student enrollment in your school?

|_|_|_|_| Number

3. As of October 1, 1987 (or the nearest date for which data are available), what was the total eighth grade student enrollment in your school?

|_|_|_|_| Number

4. Which category best describes your school?

(CIRCLE ONE)

Public School	1
Private, Catholic:	
Diocesan	2
Parish	3
Religious Order	4
Private, Other Religious Affiliation	5
Private, No Religious Affiliation	6

5. What is the major program orientation for eighth grade students in your school?

(CIRCLE ONE)

General (comprehensive)	1	(SKIP TO Q.6)
Specialized	2	(GO TO A BELOW)

(CIRCLE ONE)

A. Science/technology	1	
Arts	2	
Vocational	3	
Handicapped	4	
Gifted	5	
Foreign Language or Other Humanities	6	
Other (please specify) _____	7	

6. How many days are there in the school year for eighth grade students in your school?

|_|_|_| Number of school days

7. How many class periods are there in the school day for eighth grade students in your school?

|_|_| Number of class periods

8. How many minutes long are class periods for eighth grade students in your school?

|_|_|_| Number of minutes

9. How long is the school day for eighth grade students in your school?

Hours |_|_| plus minutes |_|_|

10. Please provide the names and addresses of the high schools that eighth grade students in your school would commonly attend for the tenth grade.

	Name	Address
A.	_____	_____
		_____
B.	_____	_____
		_____
C.	_____	_____
		_____
D.	_____	_____
		_____

STUDENT CHARACTERISTICS

11. What is the average daily attendance rate for eighth grade students in your school? (Include both excused absences and unexcused absences in figuring this rate.)

|_|_|_| %

12. On the average, what percentage of eighth grade students enrolled at the beginning of the school year are still enrolled at the end of the school year? (Exclude those students who transferred into the school after the beginning of the school year in figuring this rate.)

|_|_|_| %

13. What percentages of your current eighth grade students are members of the following groups? (Enter zero if none. Percents should sum to 100.)

a. American Indian or Alaskan Native ..... |_|_|_| %
b. Asian or Pacific Islander ..... |_|_|_| %
c. Hispanic ..... |_|_|_| %
d. Black, not of Hispanic origin ..... |_|_|_| %
e. White, not of Hispanic origin ..... |_|_|_| %

14. What percent of your eighth grade students would you estimate live in a single parent family?

(CIRCLE ONE)

None 01
1%-25% 02
26%-50% 03
51%-75% 04
76%-99% 05
All 06
Cannot estimate 07

15. What percent of the eighth grade students are limited English proficient (LEP)?
Circle the Percentage Range That Represents Your Best Estimate

(CIRCLE ONE)

10% or less 01
11-20% 02
21-30% 03
31-40% 04
41-50% 05
51-60% 06
61-70% 07
71-80% 08
81% or more 09

16. How many students in your school receive the following special services? (If service is not provided, enter zero.)

a.	Free and reduced-price school lunch program	|_|_|_|_|
b.	Remedial reading	|_|_|_|_|
c.	Remedial math	|_|_|_|_|
d.	Bilingual education	|_|_|_|_|
e.	English as a Second Language training (not Bilingual Education)	|_|_|_|_|
f.	Special education	|_|_|_|_|
g.	Gifted and talented education	|_|_|_|_|
h.	Job training	|_|_|_|_|

TEACHING STAFF CHARACTERISTICS

17. How many full-time regular teachers work in your school?

\|_\|_\|_\| Number

18. What is the major way that your school is organized for eighth grade student instruction?

(CIRCLE ONE)

Self-contained class - the same students are taught by one or more teachers for all or part of the day 1

Departmentalized - students are taught by different teachers for each subject 2

Semi-departmentalized - students are taught by different teachers for some of their subjects 3

19. What is the base salary for a beginning teacher with a bachelor's degree (or minimum required degree) in your school district?

$\|_\|_\|,\|_\|_\|_\|.00$
Dollar amount

20. How many of your full-time regular teaching staff are members of the following groups? (Enter zero if none.)

a.	American Indian or Alaskan Native	|_|_|_|
b.	Asian or Pacific Islander	|_|_|_|
c.	Hispanic	|_|_|_|
d.	Black, not of Hispanic origin	|_|_|_|
e.	White, not of Hispanic origin	|_|_|_|

21. How many members of your full-time regular teaching staff have a degree beyond the bachelor's degree?

\|_\|_\|_\| Number

22. How many teachers are assigned to teach English language/language assistance classes for eighth grade (for example, LEP classes or ESL classes)? Include part-time teachers.

\|_\|_\|_\| Number of teachers

23. Is the regular teaching staff in your school covered by a collective bargaining procedure(s)?

(CIRCLE ONE)

Yes 1
No 2
Regulations prohibit such procedures 3

SCHOOL POLICIES and PRACTICES

24. Which of the following describe the practices for assignment of students to your school?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	All pupils in a particular geographic area (or district) attend this school	1	2
b.	Pupils in a particular geographic area (or district) are generally assigned to this school but transfers are frequently allowed	1	2
c.	Pupils are assigned from particular areas to achieve desired racial or ethnic composition in the school	1	2
d.	Pupils are assigned to this school based on an entrance test or other achievement criteria	1	2
e.	Other (please specify) _____	1	2
f.	Private school, does not apply	1	2

25. Does your school have formal admission/application procedures?

(CIRCLE ONE)

Yes 1
No ..... 2 (SKIP TO Q.29)

26. How many students applied for admission to your school for the current school year?

|_|_|_|_|_|
Number

27. How many applicants were accepted for admission to your school for the current school year?

|_|_|_|_|_|
Number

28. How often is consideration given to the following items regarding your school's admission practices?

(CIRCLE ONE ON EACH LINE)

	Always	Usually	Sometimes	Seldom	Never
a. Level of performance on standardized achievement or aptitude test	1	2	3	4	5
b. Level of performance on written admission test	1	2	3	4	5
c. Personal interview with parent/guardian	1	2	3	4	5
d. Personal interview with student	1	2	3	4	5
e. Recommendation of a former principal	1	2	3	4	5
f. Recommendation of a former teacher	1	2	3	4	5
g. Recommendation from a non-family friend (e.g., pastor, rabbi)	1	2	3	4	5
h. Strong academic record	1	2	3	4	5

29. Does your school have a policy requiring students to maintain a minimum grade point average in order to participate in school activities such as sports?

(CIRCLE ONE)

Yes 1
No 2

30. Is this a public school?

(CIRCLE ONE)

Yes ..... 1 (SKIP TO Q35)
No 2

31. What is the maximum yearly tuition to attend your school?

$|__|__|,|__|__|__|.00 - Amount

32. What percentage of your students pay the maximum yearly tuition?

(CIRCLE ONE)

0%-25% 1
26%-50% 2
51%-75% 3
76%-100% 4

33. For what percentage of the students in your school are you currently providing financial aid?

|_|_|_|%

Not applicable: No provisions for financial aid (check here) ..... |_|

34. In regard to your school's admissions practices, how often is consideration given to the student's (family's) ability to pay your school's tuition?

(CIRCLE ONE)

Always considered 1
Usually considered 2
Sometimes considered 3
Seldom considered 4
Never considered 5

GRADING AND/OR TESTING STRUCTURE

35. Are standardized tests used to assign eighth graders to high school courses/programs?

(CIRCLE ONE)

Yes 1
No 2

36. For each item listed below, indicate the level of influence each has in the assignment and/or selection of high school courses/programs for eighth grade students in your school.

(CIRCLE ONE ON EACH LINE)

		A Lot	Moderate	A Little	None
a.	Counselors	1	2	3	4
b.	Teachers	1	2	3	4
c.	Parents	1	2	3	4
d.	Test Scores	1	2	3	4

37. How often are standardized test results provided to families of students?

Always	Usually	Sometimes	Seldom	Never
1	2	3	4	5

38. Are eighth grade students retained in their current grade for any of the following reasons?

(CIRCLE ONE ON EACH LINE)

		YES	NO
a.	Failed competency test for reading	1	2
b.	Failed competency test for mathematics	1	2
c.	Failed competency test for science	1	2
d.	Failed competency test for history	1	2
e.	Failed competency test for general social studies	1	2
f.	Failed competency test for English/language arts	1	2
g.	Failed any required course	1	2

SCHOOL PROGRAMS

39. How much instruction is required for eighth grade students in each of the following subjects?

(CIRCLE ONE ON EACH LINE)

		No Specific Amount	Full Year	One-Half Year	Less Than One-Half Year
a.	English/Reading	1	2	3	4
b.	Mathematics	1	2	3	4
c.	Science	1	2	3	4
d.	History	1	2	3	4
e.	General Social Studies	1	2	3	4
f.	Computer Education	1	2	3	4
g.	Foreign Language	1	2	3	4
h.	Art	1	2	3	4
i.	Music	1	2	3	4
j.	Physical Education	1	2	3	4
k.	Family Life and Sex Education	1	2	3	4
l.	Moral/Ethics Education	1	2	3	4
m.	Religious Education	1	2	3	4

40. Is there a gifted and talented program for the eighth grade students in your school?

(CIRCLE ONE)

Yes 1
No ..... 2 (SKIP TO Q.45)

41. What subjects does the gifted and talented program cover?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Mathematics	1	2
b.	Science	1	2
c.	English/Literature	1	2
d.	Social Studies	1	2
e.	Foreign Language(s)	1	2
f.	Computer Science	1	2
g.	Music	1	2
h.	Art	1	2
i.	Other (please specify) _____	1	2

42. Does gifted and talented instruction take place primarily within your school/school building, or primarily outside it (for example, at another school)?

(CIRCLE ONE)

Within this school 1
At some other location 2

43. Which of the following statements BEST describes the way eighth grade gifted and talented instruction is organized for the students in your school:

(CIRCLE ONE)

Students are taken from their regular classes for supplemental gifted and talented instruction 1

Gifted and talented students are grouped together for all or most subjects and have their own curriculum 2

Gifted and talented students are given enriched instruction only in the particular subjects in which they excel 3

Gifted and talented students are given supplemental instruction within their own classroom 4

Other arrangement (please specify) _____ 5

44. What main factors are considered in the selection of students for the gifted and talented program?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Scores on standardized examinations given to all students	1	2
b.	Additional test results	1	2
c.	Teacher or counselor recommendations and reports	1	2
d.	Parental requests	1	2
e.	School grades	1	2
f.	Providing opportunities for racial and ethnic groups	1	2
g.	Personal interview	1	2
h.	Student requests	1	2
i.	Other (please specify) _____	1	2

45. Please indicate which of the following are offered by your school in the eighth grade.

(CIRCLE ONE ON EACH LINE)

	YES	NO
a. English taught to LEP students	1	2
b. Which academic subjects are taught in a non-English language?		
English/reading	1	2
Mathematics	1	2
Science	1	2
Social studies/history	1	2
c. What non-English languages are academic subjects (not foreign language courses) taught in?		
French	1	2
Spanish	1	2
Other (please specify) _____	1	2
d. Foreign language courses	1	2

46. Are the following activities available to eighth grade students in your school?

(CIRCLE ONE ON EACH LINE)

	Yes	No
a. Academic honor societies	1	2
b. Band	1	2
c. Chorus or choir	1	2
d. Computer club(s)	1	2
e. Drama clubs	1	2
f. Service clubs	1	2
g. Mathematics club(s)	1	2
h. Science club(s)	1	2
i. History club(s)	1	2
j. Other subject matter clubs (e.g., art)	1	2
k. Science fairs	1	2
l. Student council(s)	1	2
m. Student newspaper	1	2
n. Student yearbook	1	2
o. Foreign language clubs	1	2
p. Orchestra	1	2
q. Religious organizations	1	2
r. Debate or speech teams	1	2
s. Interscholastic sports	1	2
t. Intramural sports	1	2
u. Vocational education clubs	1	2
v. Cheerleading and related activities	1	2

SCHOOL CLIMATE

47. For each of the characteristics listed below which help to define the climate of your school, indicate how much it describes your school.

(CIRCLE ONE ON EACH LINE)

	Not at all accurate for this school				Very much accurate for this school
a. There is conflict between teachers and administrators	1	2	3	4	5
b. Discipline is emphasized at this school	1	2	3	4	5
c. Students place a priority on learning	1	2	3	4	5
d. The classroom environment for students is structured	1	2	3	4	5
e. Teachers at this school encourage students to do their best	1	2	3	4	5
f. Students are expected to do homework	1	2	3	4	5
g. Teacher morale is high	1	2	3	4	5
h. Teachers have a negative attitude about students	1	2	3	4	5
i. Teachers find it difficult to motivate students	1	2	3	4	5
j. The school day for students is structured	1	2	3	4	5
k. Deviation by students from school rules is not tolerated	1	2	3	4	5
l. The school environment is "flexible"	1	2	3	4	5
m. Teachers take the time to respond to students' individual needs	1	2	3	4	5
n. The school emphasizes sports	1	2	3	4	5
o. Students face competition for grades	1	2	3	4	5

48. Please indicate which of the following exists in your school.

		(CIRCLE ONE ON EACH LINE) YES	NO
a.	Visitors required to sign in at the main office	1	2
b.	Hall passes required to visit library	1	2
c.	Hall passes required to visit lavatory	1	2
d.	Hall passes required to visit office	1	2
e.	Hall passes required to visit counselor	1	2
f.	Academic counseling for students	1	2
g.	Behavioral problem counseling for students	1	2
h.	Vocational counseling for students	1	2
i.	Student uniform required	1	2
j.	Certain forms of student dress forbidden	1	2
k.	Students prohibited from leaving school or school grounds during school hours	1	2

49. Indicate the degree to which each of the following matters is a problem in your school.

		(CIRCLE ONE ON EACH LINE) Serious	Moderate	Minor	Not a Problem
a.	Student tardiness	1	2	3	4
b.	Student absenteeism	1	2	3	4
c.	Student class cutting	1	2	3	4
d.	Physical conflicts among students	1	2	3	4
e.	Robbery or theft	1	2	3	4
f.	Vandalism of school property	1	2	3	4
g.	Student use of alcohol	1	2	3	4
h.	Student use of illegal drugs	1	2	3	4
i.	Student possession of weapons	1	2	3	4
j.	Physical abuse of teachers	1	2	3	4
k.	Verbal abuse of teachers	1	2	3	4

50. In your school what happens to a student who is caught doing one of the following? (Expulsion means the student is asked to permanently withdraw; suspension means the student is asked to leave for a period of time, but is permitted to come back to the school.)

(CIRCLE ONE ON EACH LINE)

FIRST OCCURRENCE	No Action or Warning Issued	Minor Discipl. Action	Suspension	Expulsion
a. Cheating	0	1	2	3
b. Physical injury to another student	0	1	2	3
c. Possession of alcohol	0	1	2	3
d. Possession of illegal drugs	0	1	2	3
e. Possession of weapons	0	1	2	3
f. Use at school of alcohol	0	1	2	3
g. Use at school of illegal drugs	0	1	2	3
h. Smoking at school	0	1	2	3
i. Verbal abuse of teacher or staff member	0	1	2	3
j. Physical injury to a teacher or staff member	0	1	2	3
k. Theft of school property	0	1	2	3
l. Classroom disturbance	0	1	2	3
m. Use of profanity	0	1	2	3

REPEATED OCCURRENCES	No Action or Warning Issued	Minor Discipl. Action	Suspension	Expulsion
a. Cheating	0	1	2	3
b. Physical injury to another student	0	1	2	3
c. Possession of alcohol	0	1	2	3
d. Possession of illegal drugs	0	1	2	3
e. Possession of weapons	0	1	2	3
f. Use at school of alcohol	0	1	2	3
g. Use at school of illegal drugs	0	1	2	3
h. Smoking at school	0	1	2	3
i. Verbal abuse of teacher or staff member	0	1	2	3
j. Physical injury to a teacher or staff member	0	1	2	3
k. Theft of school property	0	1	2	3
l. Classroom disturbance	0	1	2	3
m. Use of profanity	0	1	2	3

51. **Please provide the information requested below so we can reach you if any clarification of your responses is needed.**

_____
Name (please print)

(___) _____ **Telephone Number**

|_| **Home or**
|_| **Office**

Best time of day to call: _____ **AM PM**

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Appendix B

Critical Items: School Administrator Questionnaire

BYSC1	Grade levels in school
BYSC2	Student enrollment
BYSC3	Eighth grade student enrollment
BYSC4	School description
BYSC5	Eighth grade program orientation
BYSC13	Percent of eighth graders in each racial/ethnic group
BYSC16	Percent of students receiving special services
BYSC17	Number of full time regular teachers
BYSC18	Major school organization for eighth grade instruction
BYSC24	Practices for assignment of students to school
BYSC30	Is this a public school
BYSC35	Standardized tests used to assign high school courses
BYSC36	Influences on assignment of high school courses
BYSC40	Gifted/talented program for eighth graders
BYSC41	Subjects gifted/talented program covers
BYSC45	English taught to LEP and courses taught in foreign language

Appendix C

Record Layout for NELS:88 School Administrator Questionnaire

Question Number	Variable Name	Format	Length	Start Position	End Position
SCH_ID	SCH_ID	I	5	1	5
SSTRATID	SSTRATID	I	2	1	2
6	BYSC6	I	1	6	6
7	BYSC7	I	2	7	8
8	BYSC8	I	3	9	11
9H	BYSC9H	I	2	12	13
9M	BYSC9M	I	2	14	15
11	BYSC11	I	3	16	18
12	BYSC12	I	3	19	21
13A	BYSC13A	I	2	22	23
13B	BYSC13B	I	2	24	25
13C	BYSC13C	I	2	26	27
13D	BYSC13D	I	2	28	29
13E	BYSC13E	I	2	30	31
14	BYSC14	I	2	32	33
15	BYSC15	I	2	34	35
16A	BYSC16A	I	4	36	39
16B	BYSC16B	I	4	40	43
16C	BYSC16C	I	4	44	47
16D	BYSC16D	I	4	48	51
16E	BYSC16E	I	4	52	55
16F	BYSC16F	I	4	56	59
16G	BYSC16G	I	4	60	63
16H	BYSC16H	I	4	64	67
17	BYSC17	I	2	68	69
18	BYSC18	I	1	70	70
19	BYSC19	I	2	71	72
20A	BYSC20A	I	2	73	74
20B	BYSC20B	I	2	75	76
20C	BYSC20C	I	2	77	78
20D	BYSC20D	I	2	79	80
20E	BYSC20E	I	2	81	82
21	BYSC21	I	3	83	85
22	BYSC22	I	3	86	88
23	BYSC23	I	1	89	89
24A	BYSC24A	I	1	90	90
24B	BYSC24B	I	1	91	91
24C	BYSC24C	I	1	92	92
24D	BYSC24D	I	1	93	93
24E	BYSC24E	I	1	94	94
24F	BYSC24F	I	1	95	95
25	BYSC25	I	1	96	96

26	BYSC26	I	1	97	97
27	BYSC27	I	1	98	98
28A	BYSC28A	I	1	99	99
28B	BYSC28B	I	1	100	100
28C	BYSC28C	I	1	101	101
28D	BYSC28D	I	1	102	102
28E	BYSC28E	I	1	103	103
28F	BYSC28F	I	1	104	104
28G	BYSC28G	I	1	105	105
28H	BYSC28H	I	1	106	106
29	BYSC29	I	1	107	107
30	BYSC30	I	1	108	108
31	BYSC31	I	1	109	109
32	BYSC32	I	1	110	110
33	BYSC33	I	3	111	113
34	BYSC34	I	1	114	114
35	BYSC35	I	1	115	115
36A	BYSC36A	I	1	116	116
36B	BYSC36B	I	1	117	117
36C	BYSC36C	I	1	118	118
36D	BYSC36D	I	1	119	119
37	BYSC37	I	1	120	120
38A	BYSC38A	I	1	121	121
38B	BYSC38B	I	1	122	122
38C	BYSC38C	I	1	123	123
38D	BYSC38D	I	1	124	124
38E	BYSC38E	I	1	125	125
38F	BYSC38F	I	1	126	126
38G	BYSC38G	I	1	127	127
39A	BYSC39A	I	1	128	128
39B	BYSC39B	I	1	129	129
39C	BYSC39C	I	1	130	130
39D	BYSC39D	I	1	131	131
39E	BYSC39E	I	1	132	132
39F	BYSC39F	I	1	133	133
39G	BYSC39G	I	1	134	134
39H	BYSC39H	I	1	135	135
39I	BYSC39I	I	1	136	136
39J	BYSC39J	I	1	137	137
39K	BYSC39K	I	1	138	138
39L	BYSC39L	I	1	139	139
39M	BYSC39M	I	1	140	140
40	BYSC40	I	1	141	141
41A	BYSC41A	I	1	142	142
41B	BYSC41B	I	1	143	143

41C	BYSC41C	I	1	144	144
41D	BYSC41D	I	1	145	145
41E	BYSC41E	I	1	146	146
41F	BYSC41F	I	1	147	147
41G	BYSC41G	I	1	148	148
41H	BYSC41H	I	1	149	149
41I	BYSC41I	I	1	150	150
42	BYSC42	I	1	151	151
43	BYSC43	I	1	152	152
44A	BYSC44A	I	1	153	153
44B	BYSC44B	I	1	154	154
44C	BYSC44C	I	1	155	155
44D	BYSC44D	I	1	156	156
44E	BYSC44E	I	1	157	157
44F	BYSC44F	I	1	158	158
44G	BYSC44G	I	1	159	159
44H	BYSC44H	I	1	160	160
44I	BYSC44I	I	1	161	161
45A	BYSC45A	I	1	162	162
45B1	BYSC45B1	I	1	163	163
45B2	BYSC45B2	I	1	164	164
45B3	BYSC45B3	I	1	165	165
45B4	BYSC45B4	I	1	166	166
45C1	BYSC45C1	I	1	167	167
45C2	BYSC45C2	I	1	168	168
45C3	BYSC45C3	I	1	169	169
45D	BYSC45D	I	1	170	170
46A	BYSC46A	I	1	171	171
46B	BYSC46B	I	1	172	172
46C	BYSC46C	I	1	173	173
46D	BYSC46D	I	1	174	174
46E	BYSC46E	I	1	175	175
46F	BYSC46F	I	1	176	176
46G	BYSC46G	I	1	177	177
46H	BYSC46H	I	1	178	178
46I	BYSC46I	I	1	179	179
46J	BYSC46J	I	1	180	180
46K	BYSC46K	I	1	181	181
46L	BYSC46L	I	1	182	182
46M	BYSC46M	I	1	183	183
46N	BYSC46N	I	1	184	184
46O	BYSC46O	I	1	185	185
46P	BYSC46P	I	1	186	186
46Q	BYSC46Q	I	1	187	187
46R	BYSC46R	I	1	188	188

46S	BYSC46S	I	1	189	189
46T	BYSC46T	I	1	190	190
46U	BYSC46U	I	1	191	191
46V	BYSC46V	I	1	192	192
47A	BYSC47A	I	1	193	193
47B	BYSC47B	I	1	194	194
47C	BYSC47C	I	1	195	195
47D	BYSC47D	I	1	196	196
47E	BYSC47E	I	1	197	197
47F	BYSC47F	I	1	198	198
47G	BYSC47G	I	1	199	199
47H	BYSC47H	I	1	200	200
47I	BYSC47I	I	1	201	201
47J	BYSC47J	I	1	202	202
47K	BYSC47K	I	1	203	203
47L	BYSC47L	I	1	204	204
47M	BYSC47M	I	1	205	205
47N	BYSC47N	I	1	206	206
47O	BYSC47O	I	1	207	207
48A	BYSC48A	I	1	208	208
48B	BYSC48B	I	1	209	209
48C	BYSC48C	I	1	210	210
48D	BYSC48D	I	1	211	211
48E	BYSC48E	I	1	212	212
48F	BYSC48F	I	1	213	213
48G	BYSC48G	I	1	214	214
48H	BYSC48H	I	1	215	215
48I	BYSC48I	I	1	216	216
48J	BYSC48J	I	1	217	217
48K	BYSC48K	I	1	218	218
49A	BYSC49A	I	1	219	219
49B	BYSC49B	I	1	220	220
49C	BYSC49C	I	1	221	221
49D	BYSC49D	I	1	222	222
49E	BYSC49E	I	1	223	223
49F	BYSC49F	I	1	224	224
49G	BYSC49G	I	1	225	225
49H	BYSC49H	I	1	226	226
49I	BYSC49I	I	1	227	227
49J	BYSC49J	I	1	228	228
49K	BYSC49K	I	1	229	229
50A.A	BYSC50AA	I	1	230	230
50A.B	BYSC50AB	I	1	231	231
50A.C	BYSC50AC	I	1	232	232
50A.D	BYSC50AD	I	1	233	233

50A.E	BYSC50AE	I	1	234	234
50A.F	BYSC50AF	I	1	235	235
50A.G	BYSC50AG	I	1	236	236
50A.H	BYSC50AH	I	1	237	237
50A.I	BYSC50AI	I	1	238	238
50A.J	BYSC50AJ	I	1	239	239
50A.K	BYSC50AK	I	1	240	240
50A.L	BYSC50AL	I	1	241	241
50A.M	BYSC50AM	I	1	242	242
50B.A	BYSC50BA	I	1	243	243
50B.B	BYSC50BB	I	1	244	244
50B.C	BYSC50BC	I	1	245	245
50B.D	BYSC50BD	I	1	246	246
50B.E	BYSC50BE	I	1	247	247
50B.F	BYSC50BF	I	1	248	248
50B.G	BYSC50BG	I	1	249	249
50B.H	BYSC50BH	I	1	250	250
50B.I	BYSC50BI	I	1	251	251
50B.J	BYSC50BJ	I	1	252	252
50B.K	BYSC50BK	I	1	253	253
50B.L	BYSC50BL	I	1	254	254
50B.M	BYSC50BM	I	1	255	255
WEIGHT	BYADMWT	R	8.3	256	263
COMPOSITE	G8TYPE	I	1	264	264
COMPOSITE	G8CTRL	I	1	265	266
COMPOSITE	BYSCENRL	I	1	266	267
COMPOSITE	G8ENROL	I	1	267	267
COMPOSITE	G8URBAN	I	1	268	268
COMPOSITE	G8REGON	I	1	269	269
COMPOSITE	G8MINOR	I	1	270	270
COMPOSITE	G8LUNCH	I	1	271	271
COMPOSITE	G8SUBS	A	2	272	273
COMPOSITE	BYSCORG2	I	1	274	274
COMPOSITE	BYRATIO	I	2	275	276

Appendix D

NELS:88 Base Year School Data Weight and Composite Variables

Each composite variable and weight is defined below. See Chapter III for a detailed discussion of weights and Chapter VII for a brief discussion of composite variables.

To ensure that the confidentiality provisions contained in Public Law 100-297 have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data tape associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook (Appendix G).

Weight

BYADMWT is computed from the design weight (SCHWT), adjusted for the fact that some of the school administrators of the selected schools did not complete a school questionnaire. SCHWT is the reciprocal of the selection probability of each of the selected schools.

Composites

Each composite variable is defined below and shown in the order in which it appears on the data tape. See Chapter VII for a brief discussion of composite variables. Variable names beginning with BYSC indicate variables from the base year school data file.

G8TYPE classifies the type of school by the grades spanned. It was coded using school data first. After the unique patterns of grade spans were determined, they were collapsed, creating the following categories. For example, G8TYPE = 1 includes schools that start with either pre-kindergarten, kindergarten, or grade 1 and that end with grade 8.

The responses to BYSC1A-N were compared to established patterns to determine the appropriate grade span category. If G8TYPE was missing, then it was coded using the QED (Quality Education Data) file as a second source.

The values for G8TYPE are:

1 = P or K or 1 through 8
2 = P or K or 1 through 12
3 = 6 or 7 or 8 through 12
4 = 3 or 4 or 5 through 8
5 = 6 through 8
6 = 7 through 8
7 = 7 through 9/8 through 9
8 = Missing

G8CTRL classifies the type of school into public, Catholic, or other private as reported by the school. The classification was collapsed from BYSC4. A few non-Catholic private schools were contacted to confirm their designation.

The values for G8CTRL are:

1 = Public school
2 = Catholic school
3 = Private school, other religious affiliation
4 = Private school, no religious affiliation

BYSCENRL categorizes the entire school enrollment as reported by the school. The values were created by collapsing the data from BYSC2 into categories. Missing data were then imputed from the actual enrollment reported on the QED file.

The values for BYSCENRL are:

1 = 1-199 students
2 = 200-399
3 = 400-599
4 = 600-799
5 = 800-999
6 = 1,000-1199
7 = 1,200+

G8ENROL categorizes the eighth grade enrollment as reported by the school. The values were created by collapsing the data from BYSC3 into categories. Missing data were then imputed from the QED file for eighth grade schools.

The values for G8ENROL are:

1 = 1-49 students
2 = 50-99
3 = 100-199
4 = 200-299
5 = 300-399
6 = 400+

G8URBAN classifies the urbanicity of the student's school. It was created directly from QED data (position 199-199). The classifications are the Federal Information Processing Standards (FIPS) as used by the U.S. Census.

The values for G8URBAN are:

1 = Urban—central city
2 = Suburban—area surrounding a central city within a county constituting the MSA (Metropolitan Statistical Area)
3 = Rural—outside MSA

G8REGON indicates in which of the four U.S. Census regions the school is located. It was created by recoding the sampled state of the eighth grade school into the four Census Bureau regions. In rare instances, this value was set to missing for confidentiality reasons.

The values for G8REGON are:

1 = Northeast—New England and Middle Atlantic states
2 = North Central—East North Central and West North Central states
3 = South—South Atlantic, East South Central, and West South Central states
4 = West—Mountain and Pacific states
8 = Missing

G8MINOR reflects the percentage of minority students in the eighth grade reported by the school. It was constructed by adding nonreserve code values of BYSC13A-D and categorizing the result. If the school questionnaire was missing or if BYSC13A-D was missing, G8MINOR was set to missing.

The values for G8MINOR are:

0 = None
1 = 1-5%
2 = 6-10%
3 = 11-20%
4 = 21-40%
5 = 41-60%
6 = 61-90%
7 = 91-100%
8 = Missing

G8LUNCH categorizes the percentage of free or reduced price lunch at the school calculated from the school questionnaire. It was constructed by dividing BYSC16A by BYSC2, multiplying by 100, rounding to the nearest whole number and coding the result. If the school questionnaire was missing or if BYSC16A was missing, G8LUNCH was set to missing.

The values for G8LUNCH are:

0 = None
1 = 1-5%
2 = 6-10%
3 = 11-20%
4 = 21-30%
5 = 31-50%
6 = 51-75%
7 = 76-100%
8 = Missing

G8SUBS is a two-character alphabetical field indicating the two teacher subjects selected by Westat for that particular school.

The values for G8SUBS are:

ME = Mathematics and English
MH = Mathematics and Social Studies (History)
SE = Science and English
SH = Science and Social Studies (History)
98 = Missing

BYSCORG2 categorizes the instructional organization of the school. This measure is similar to BYS18, but information for BYSCORG2 was obtained during a reinterview of school administrators in January and February of 1989. The values used in this measure differ slightly from those in BYS18.

The values for BYSCORG2 are:

1 = Self-contained class
2 = Departmentalized
3 = Semi-departmentalized
8 = Missing

BYRATIO expresses the student to teacher ratio for the school. Total enrollment for the school (BYSCENRL) was divided by the number of full-time teachers reported in BYSC17. The resultant value was rounded to the nearest percent. It was then coded with all values greater than 30 included in the highest value of 30+ and all values less than 10 included in the lowest value of 10-.

The values for BYRATIO are:

10 = 10 or fewer students per teacher
11-29 = number of students per teacher
30 = 30 or more students per teacher

Appendix E

NELS:88 Related Data Files and Data Files Available from the National Center for Education Statistics

Studies and Files Related to NELS:88

In addition to the core sample and survey described in the main text, several other supplemental components were undertaken and data files generated under the auspices of the NELS:88 base year study. These include: several state augmentations; a supplement of hearing-impaired students, funded by Gallaudet University; a supplement of Christian schools that are members of the Christian Schools International organization, funded by the Barnabas Foundation; the NELS:88 Enhancement Survey of Middle Grades Practices, funded by the Office of Educational Research and Improvement (OERI), through the Johns Hopkins University Center for Research on Elementary and Middle Schools (CREMS); the collection of transcripts for the base year teacher sample, sponsored by the National Science Foundation; and the production of a modularized version of the NELS:88 data in IBM-compatible format on floppy diskettes, sponsored by a grant from the National Science Foundation and the U.S. Department of Education. These auxiliary data files greatly expand and enrich the analytic uses of the public use data sets.

The NCES-sponsored core sample of 1,052 participating schools and 24,599 participating students was increased to 1,242 participating schools and 28,397 participating students, respectively, as a result of the state augmentations and Christian schools supplements.

Data for the state augmentations and all supplements discussed below do not appear on the NCES public release tapes for NELS:88.

Christian Schools Supplement

A sample of Christian schools that are members of the Christian Schools International (CSI) organization was drawn to supplement NELS:88. The sample was selected from CSI schools with probability proportional to eighth grade size. Two disproportionately large school units were double-sampled. Of the initially contacted 58 schools, 41 schools agreed to participate. (Due to the double-sampling of the two schools, the number of sampling units was 43.) Students, parents, teachers, and school administrators were surveyed. Students completed both the cognitive test battery and the questionnaire during the Survey Days held in their schools.

State Augmentations and Supplements

In an effort to enhance the statistical precision of their state samples, four states sponsored sample augmentations by adding schools and students in their states. Three of these states also sponsored instrument supplements in the form of additional questions pertaining to policy issues of interest to their states.

Survey of NELS:88 Base Year Dropouts

Seven months after completion of in-school data collection (in January 1989), the small number of dropouts from the base year core sample were surveyed. These were students who were eligible to participate at the time that the school roster was annotated to indicate eligibility by the school coordinator. They were drawn into the sample but then dropped out between the time of sampling and their school's Survey Day. Students who drop out of school subsequent to their base year Survey Day will be captured in the NELS:88 first follow-up.

A student was designated a "dropout" when several conditions were met: the student had been absent from the school for at least twenty consecutive days, the absence was not excused, and it

was the opinion of the school coordinator that the child would not return to school. According to this definition, chronic truants who had not taken legal action to leave school (or could not take such action owing to their age) could also be designated dropouts.

In identifying the dropouts, significant definitional problems were encountered as plans for the dropout survey progressed. On Survey Day, school coordinators identified 96 absent sample members as dropouts. However, the following autumn, it was learned that most of these students were not dropouts at all, but had transferred to other schools. Thus, during the five to seven month period following the Survey Day, when NORC staff were engaged in locating and interviewing the dropouts in the sample, it was frequently the case that students who had been originally classified as 1987-1988 school year dropouts had to be reclassified based on new information that became available. For the purposes of this survey, we attempted to collect data from all students who were dropouts or truants as of their base year Survey Day.

The sample of eligible base year dropouts, whose status was verified, contained 29 dropouts and one parent of each child. The locating task was made more difficult by the fact that, unlike those who had completed the questionnaires on Survey Day, these children had not provided any locating information. The locating information was first sought at the child's former school. If the school was not able to provide a valid current address, calls were made to directory assistance and to selected former classmates of the child. Field interviewers were able to locate 26 of the 29 students. Of the 26 locatable children, 25 participated; of the 26 locatable parents, all 26 participated. The response rate was 86 percent for the dropouts and 90 percent for their parents. Although the sample is small, it is a national probability sample of eighth grade dropouts. In the NELS:88 first follow-up, these dropouts will be surveyed again in spring 1990.

The instruments for the dropouts differed only slightly from those used for the core sample of students. Both the base year student and base year parent questionnaires were modified in order to reflect the later administration date and changed school status of the children. Certain questions were reworded to reflect the appropriate point of reference. For example, "since the beginning of this school year" was changed to "when you were in eighth grade." Questions about school situation were deleted as no longer directly relevant to the situation of the dropout when they referred to such things as high school attendance plans and courses in which the student was currently enrolled. Student cognitive tests were not administered, nor was teacher information collected for the dropouts.

The data collection procedures also differed from those used in the main study. Both student/dropout and parent questionnaires were completed by telephone interviews or, for the significant number of respondents without telephones, in personal interviews by NORC field staff. Locating and data collection were conducted between November, 1988 and January, 1989.

CREMS NELS:88 Enhancement Survey of Middle Grades Practices

The Survey of Middle Grades Practices enhances the NELS:88 base year school questionnaire by collecting new information to monitor middle grades reform in the schools attended by NELS:88 eighth graders. The questionnaire for this supplemental survey was designed by the Center for Research on Elementary and Middle Schools (CREMS) of the Johns Hopkins University and the data collection was conducted by NORC.

The school principals who provided base year information in the NELS:88 school questionnaire were asked to participate in this enhancement survey between late October 1988 and February

1989. The enhancement survey augments the information in the base year school questionnaire with details on school and classroom characteristics and practices, including school organization, guidance and advisory practices, rewards for and evaluations of student performance, curriculum and instructional practices, transition to high school, middle grade programs, parent involvement, and team teaching.

Included in the enhancement survey is an alternative version of an item on classroom organization. This item from the CREMS data has been appended to the base year school file. It should be noted that the original question on the organization of classroom instruction (see school codebook, BYSC18) was asked during the 1987-1988 school year, while the correction item was asked during and references the 1988-1989 school year.

The unweighted completion rate for the enhancement survey was 98.63 percent.

Collection of NELS:88 Teacher Transcripts

In order to assess teacher qualifications in science and mathematics, NELS:88 participating teachers were asked for permission to obtain copies of their college transcript records. The National Science Foundation will use the transcripts to conduct research on college coursetaking patterns of teachers in order to assess and improve teacher education and training programs.

Under a grant from the NSF, Westat began collecting the college transcripts in the fall of 1988. Based on the NELS:88 design, a total of 1,881 mathematics and science teachers (or the total number of those who gave permission to obtain their college transcripts) are participating in the Transcript Study, requiring transcript collection and follow-up efforts at registrars' offices at approximately 1,200 postsecondary institutions. Two data files will be developed to facilitate the analysis of the relationship between transcript-based measures of teacher qualifications and teacher characteristics and practices. One file will link the teacher transcript measures with applicable teacher and school survey data sets from NELS:88. The second file will link the teacher transcript measures to NELS:88 student questionnaire and cognitive test data.

Modularized Version of NELS:88 Data for Floppy Diskettes

An education longitudinal analysis group at the University of Chicago, sponsored by the National Science Foundation and the U.S. Department of Education, will produce a modularized version of the NELS:88 base year data for floppy diskettes. The modularized version of the data will be appropriate for modern IBM-compatible computing environments and it will make the data easily and more economically accessible for research and policy-related use by a wider audience. The modularized NELS:88 data will be made available by NCES.

Past Studies and Data Files Related to NELS:88 Available from NCES

Data from the earlier NCES longitudinal studies--NLS-72 and HS&B--may also be of some interest to users of the NELS:88 data. These data sets will be of special interest in later waves of NELS:88, when cross-cohort comparisons will be possible (for example, comparisons of the NELS:88 1990 sophomores and the HS&B 1980 sophomores; comparison of the 1992 NELS:88 seniors and the HS&B sophomore and senior cohorts in 1982 and 1980, and NLS-72 seniors in 1972).

In addition to the core surveys for HS&B and NLS-72, briefly described earlier, records studies have been undertaken, including the collection of the high school transcripts of the sophomore co-

hort and the collection of postsecondary education transcripts and financial aid data for the seniors. Data files for these studies and other HS&B data, such as parent surveys, school surveys, teacher comments, etc., are described below. User's manuals or other forms of documentation are available from NCES for all the data files. These auxiliary data files greatly expand the analytic potential of the core data sets, and researchers are encouraged to become familiar with them.

HS&B Base Year Files

The **Language File** contains information on each student who during the base year reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

The **Parent File** contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their children's postsecondary education.

The **Twin and Sibling File** contains base year responses from sampled twins and triplets; data on nonsampled twins and triplets of sample members; and data from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HS&B student file, plus two additional variables (family ID and SETTYPE--type of twin or sibling).

The **Sophomore Teacher File** contains responses from 14,103 teachers on 18,291 students from 616 schools. The **Senior Teacher File** contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HS&B-sampled students who had been in their classes. The typical student in the sample was rated by an average of four different teachers. Preliminary analyses by NCES indicate that the files contain approximately 76,000 teacher observations of sophomores and about 67,000 teacher observations of seniors.

The **Friends File** contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the IDs of sampled students and IDs of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and to trace friendship networks.

Merged HS&B Base Year, First, Second and Third Follow-Up Files

The **First Follow-Up Sophomore File** contains responses from 29,737 students and includes both base year and first follow-up data. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are also classified in terms of high school status as of 1982 (that is, dropout, same school, transfer, or early graduate).

The **First Follow-Up Senior File** contains responses from 11,995 individuals and includes both base year and first follow-up data. This file includes information from respondents concerning their high school and postsecondary experiences and their work experiences.

The **Second Follow-Up Sophomore File** has all base year, first follow-up, and second follow-up data for 14,825 members of the sophomore cohort. Data cover work experience, postsecond-

ary schooling, earnings, periods of unemployment, and so forth, for the sophomore cohort, who by this time had been out of high school for two years.

The **Second Follow-Up Senior File** encompasses all base year, first follow-up, and second follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the senior cohort, who by this time had been out of high school for four years.

The **Third Follow-Up Sophomore File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for this cohort, who by 1986 had been out of high school for four years.

The **Third Follow-Up Senior File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for the senior cohort, who by 1986 had been out of high school for six years.

Other HS&B Files

The **High School Transcript File** describes the coursetaking behavior of 15,941 sophomores of 1980 throughout their four years of high school. Data include a six-digit course number for each course taken, along with course credit, course grade, and year taken. Other items of information, such as grade point average, days absent, and standardized test scores, are also contained on the file.

The Offerings and Enrollments File contains school information, course offerings, and enrollment data for 957 schools. Each course offered by a school is identified by a six-digit course number. Other information, such as credit offered by the school, is also contained on each record.

The **Updated School File** contains base year data (966 completed questionnaires) and first follow-up data (956 completed questionnaires) from the 1,015 participating schools in the HS&B sample. First follow-up data were requested only from those schools that were still in existence in the spring of 1982 and had members of the 1980 sophomore cohort currently enrolled. Each high school is represented by a single record that includes 230 data elements from the base year school questionnaire, if available, along with other information from the sampling files (e.g., stratum codes, case weights).

The **Postsecondary Education Transcript File** for the HS&B seniors contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected for all members of the 1980 senior cohort who reported attending any form of postsecondary schooling in the first or second follow-up surveys. (Over 7,000 individuals reported over 11,000 instances of school attendance.)

The Senior Financial Aid File contains financial aid records from postsecondary institutions respondents reported attending and federal records of the Guaranteed Student Loan Program and of the Pell Grant program.

The HS&B HEGIS and PSVD File contains the postsecondary school codes for schools HS&B respondents reported attending in the first and second follow-ups. In addition, the file provides data on institutional characteristics, such as type of institution, highest degree offered, enrollment, admissions requirements, tuition, and so forth. This file permits analysts to link HS&B questionnaire data with institutional data for postsecondary schools attended by respondents.

NLS-72 Files

The NLS-72 Base Year Through Fourth Follow-Up (1979) File contains data from the base year through fourth follow-up for over 23,000 respondents. Data include school experiences and test results during the base year and subsequent activities related to work, postsecondary schooling, military service, family formation, and goals and aspirations.

The NLS-72 Fifth Follow-Up File consists of the results of the fifth follow-up survey, carried out in 1986, when sample members were about thirty-two years old. Data include work experience going back to 1979, postsecondary schooling, extensive family formation history, periods of unemployment, goals and aspirations, and selected attitudes. Records in this file can be linked through student ID to those in the *NLS-72 Base Year Through Fourth Follow-Up (1979).*

The NLS-72 Teacher Supplement File contains the responses of the portion of the fifth follow-up NLS-72 sample who had obtained teacher certification and/or had teaching experience. Data include certification history, subjects taught, years of experience, attitudes toward teaching as a career, and subsequent work experiences of those who had left teaching. These data can be linked through the respondent ID to the *NLS-72 Fifth Follow-Up File* and to the *NLS-72 Base Year Through Fourth Follow-Up File.*

The Postsecondary Education Transcript Study of the NLS-72 Sample contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected in 1984 for all members of the NLS-72 cohort who reported attending any form of postsecondary schooling in any of the first through fourth follow-up surveys. (Over 14,000 individuals reported over 24,000 instances of school attendance).

Appendix F

Guidelines for Using SAS with NELS:88 School Data

Guidelines for Using SAS with NELS:88 School Data

The files provided on the public release tape include SAS cards and a SAS system file.

The SAS system file includes:

1) base year questionnaire data
2) base year weight and composites

NCES and NORC strongly suggest that all SAS users be aware of the potential problem areas when using the school data files via SAS.

1. SAS users should use the '(KEEP=...)' and '(DROP=...)' options in the 'SET...;' statement and/or in the 'DATA...;' statement when creating working data files so that unwanted variables are not included in the files. It is faster (but not essential) for variables in the '(KEEP=...)' statement to be listed in the same order as they occur in the main system file. Remember also that the '(KEEP=...)' option does not reorder the variables in the new data set.

2. You may have to delete at least one third of the label cards given in this file because of SAS system limitations which are present at many computer installations.

3. The large number of VALUE cards in the PROC FORMAT section requires that a special DD statement be placed just after the //EXEC SAS card to increase the capacity of the format library during a SAS run:

```
//LIBRARY DD SPACE=(TRK,(25,25,60))
```

This may not be possible at some computer installations, so it may be necessary to delete some values.

4. When working with large files, it may be necessary to override the default work space with the following DD card:

```
//WORK DD UNIT=SYSCR,SPACE=(CYL,(40,40))
```

Place the //WORK DD card just after the //EXEC SAS card (or after the //LIBRARY DD card, if that is included as well).

5. The formats given in the PROC FORMAT step here are not permanently associated with each variable. Whenever they are needed for a procedure, it is necessary to include them in this PROC FORMAT step before the procedure that will use them, as shown in the following example:

```
//EXEC SAS,OPTIONS='NOGRAPHICS',REGION=1280K
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN01 DD DSN=ACCT.SCHOOL.SASLIB,
//        UNIT=SYSDA,
//        DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;
```

```
PROC FORMAT;

VALUE FBYSC24A 1 = "YES"
               2 = "NO"
               6 = "DON'T KNOW"
               7 = "REFUSAL"
               8 = "MISSING"
               9 = "LEGITIMATE SKIP";

VALUE FBYSC47A 1 = "NOT AT ALL ACCURATE"
               5 = "VERY MUCH ACCURATE"
               6 = "DON'T KNOW"
               7 = "REFUSED"
               8 = "MISSING DATA"
               9 = "LEGITIMATE SKIP";

PROC FREQ DATA=IN01.STQ;

FORMAT[1]  BYSC30      FBYSC24A.
           BYSC47M     FBYSC47A.;

TABLES BYSC30*BYSC47M;
TITLE "PUBLIC/PRIVATE SCHOOL BY HOW MUCH SPORTS EMPHASIZED";
```

At the end of the formats given in this file, there is a frequency procedure and a means procedure (in comment form) which contain FORMAT...; statements for every variable for which there is a format. These FORMAT...; statements will save users a lot of time because they can be used in any SAS procedure.

When users create their own formats they should keep in mind that a format for a character variable must have a format name beginning with '$', and that format names must not end in a digit.

6. For very large files, the user may encounter problems when sorting. Various options may be added to the //EXEC SAS card to circumvent these problems. A suggested example is given below (consult the SAS manual for descriptions of these options):

```
// EXEC SAS,OPTIONS='MODYNALLOC',REGION=1280K,SORT=30
```

7. It is suggested that the user include the LENGTH statement when creating new variables in order to save space and computer memory.

---

[1] FBYSC24A holds a generic set of format labels used to assign value labels to several school questionnaire variables having a yes/no response format. Each variable to use the FBYSC24A format labels is assigned to FBYSC24A in a FORMAT statement. Only format labels for existing values appear in the output. For example, through the assignment in the FORMAT statement BYSC30 could have the full range of value labels held in FBYSC24A. However, in the data, BYSC30 actually only has two values ("1" and "2"). Therefore, only labels for the two values will appear in the output.

8. For many tabulations, **PROC TABULATE** produces the most readable output. The SAS user may use the format statements (provided) for classification variables to produce the row values of tables from **PROC TABULATE**.

9. Output from SAS can be downloaded to personal computers for production of final reports. NCES has a program available for taking into account the sample design when computing standard errors. The program, known as CTAB, is a Taylor series based routine which uses an ASCII file to compute standard errors for crossclassifications. The program also produces labeled tabular output suitable for use in publications. CTAB is available for use on microcomputers, and can be obtained through NCES.

10. Use the NCES- and NORC-defined composite and classification variables whenever possible to simplify programming. These classification variables were carefully constructed and, for many of them, sources of data from outside the school questionnaire were merged into the school data to construct the variables.

11. SAS and SPSS-X system files now can be converted at many computer installations. Contact your own facility to obtain the information necessary to create an SPSS-X file from SAS and vice-versa.

Appendix G

Codebook

Question SCH_ID Tape Pos: 1-6 Format: I6

SCH_ID = SCHOOL PUBLIC RELEASE ID

Question SSTRATID Tape Pos: 1-2 Format: I2

SSTRATID = SUPERSTRATUM PUBLIC RELEASE ID

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

SCHOOL CHARACTERISTICS

Question 1

Circle all grade levels included in your school.

NOTE: These variables (BYSC1A-BYSC1O) were suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988) and recoded as composite variable G8TYPE.

Question 2

As of October 1, 1987 (or the nearest date for which data are available), what was the total student enrollment in your school?

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988) and recoded as composite variable BYSCENRL.

Question 3

As of October 1, 1987 (or the nearest date for which data are available), what was the total eighth grade student enrollment in your school?

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988) and recoded as composite variable G8ENROL.

Question 4

Which category best describes your school? (CIRCLE ONE)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988) and recoded as composite variable G8CTRL.

Question 5

What is the major program orientation for eighth grade students in your school? (CIRCLE ONE)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 5A

Specialized program orientation (CIRCLE ONE)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

TEACHING STAFF CHARACTERISTICS

Question 6 Tape Pos: 8-8 Format: I1

BYSC6 NUMBER OF DAYS IN SCHOOL YEAR

How many days are there in the school year for eighth grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
130 - 174	1	80	7.7%	9.0%
175	2	188	18.2%	17.4%
176 - 179	3	94	9.1%	11.6%
180	4	562	54.3%	53.1%
181+	5	123	11.9%	8.9%
RESERVED CODES:				
MISSING	8	8	.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question 7 — Tape Pos: 7-8, Format: I2

BY8C7 CLASS PERIODS IN 8TH GRADE SCHOOL DAY

How many class periods are there in the school day for eighth grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	3	1	.1%	.4%
	4	2	.2%	.2%
	5	4	.4%	.6%
	6	290	28.1%	21.9%
	7	475	45.9%	43.8%
	8	229	22.1%	28.5%
	9	46	4.4%	4.2%
	10	6	.6%	.4%
RESERVED CODES:				
ALL SELF-CONTAINED	95	3	.3%	(MISS)
MISSING	98	9	.9%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 8 — Tape Pos: 9-11, Format: I3

BY8C8 MINUTES PER EIGHTH GRADE CLASS

How many minutes long are class periods for eighth grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	30	2	.2%	1.0%
	35	4	.4%	1.0%
	37	2	.2%	.2%
	38	4	.4%	1.5%
	39	4	.4%	.3%
	40	98	9.6%	11.2%
	41	23	2.2%	1.2%
	42	50	4.8%	3.9%
	43	41	4.0%	2.8%
	44	28	2.8%	2.1%
	45	215	20.8%	25.8%
	46	17	1.6%	1.3%
	47	31	3.0%	3.3%
	48	33	3.2%	2.4%
	49	3	.3%	.4%
	50	228	22.0%	22.2%
	51	6	.6%	.3%
	52	18	1.7%	1.2%
	53	10	1.0%	.8%
	54	15	1.4%	.6%
	55	132	12.8%	10.5%
	56	9	.9%	.7%
	57	4	.4%	.3%
	58	3	.3%	.0%
	59	1	.1%	.0%
	60	41	4.0%	4.2%
	90	2	.2%	.6%
	120	1	.1%	.1%
RESERVED CODES:				
ALL SELF-CONTAINED	995	3	.3%	(MISS)
MISSING	998	5	.5%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 8H — Tape Pos: 12-13, Format: I2

BY8C8H LENGTH OF 8TH GRADE SCHOOL DAY - HOURS

How long is the school day for eighth grade students in your school? (Hours)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	4	3	.3%	.2%
	5	88	8.5%	10.4%
	6	640	61.8%	64.3%
	7	283	27.3%	23.0%
	8	17	1.6%	1.9%
	10	2	.2%	.2%
RESERVED CODES:				
MISSING	98	4	.4%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 8M — Tape Pos: 14-15, Format: I2

BY8C8M LENGTH OF 8TH GRADE SCHOOL DAY - MINUTES

How long is the school day for eighth grade students in your school? (plus minutes)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 thru 59	1	1031	99.6%	100.0%
RESERVED CODES:				
MISSING	98	4	.4%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 10

Please provide the names and addresses of the high schools that eighth grade students in your school would commonly attend for the tenth grade.

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

STUDENT CHARACTERISTICS

Question 11 — Tape Pos: 16-18, Format: I3

BY8C11 PERCENT ATTENDENCE RATE FOR 8TH GRADERS

What is the average daily attendance rate for eighth grade students in your school? (Include both excused absences and unexcused absences in figuring this rate.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	80	1	.1%	.2%
	87	1	.1%	.0%
	88	1	.1%	.3%
	70	2	.2%	.1%
	71	1	.1%	.3%
	73	1	.1%	.0%
	75	1	.1%	.0%
	78	1	.1%	.0%
	80	2	.2%	.1%
	82	5	.5%	.6%
	83	1	.1%	.4%
	84	2	.2%	.1%
	85	18	1.8%	1.7%
	86	7	.7%	.2%
	87	8	.8%	.7%
	88	13	1.3%	.4%
	89	16	1.7%	.8%
	90	75	7.5%	6.7%
	91	28	2.7%	1.8%
	92	75	7.5%	5.6%
	93	81	8.0%	5.5%
	94	108	10.3%	8.5%
	95	209	20.2%	21.6%
	96	132	12.8%	11.5%
	97	71	6.9%	6.5%
	98	82	7.9%	12.5%
	99	37	3.6%	7.0%
	100	18	1.7%	4.7%
RESERVED CODES:				
DON'T KNOW	996	1	.1%	(MISS)
MISSING	998	18	1.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 12 Tape Pos: 19-21 Format: I3

BYSC12 % OF 8TH GRADERS STILL ENROLLED AT EOY

On the average, what percentage of eighth grade students enrolled at the beginning of the school year are still enrolled at the end of the school year? (Exclude those students who transferred into the school after the beginning of the school year in figuring this rate.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	50	1	.1%	.0%
	53	1	.1%	.0%
	55	1	.1%	.0%
	58	1	.1%	.1%
	60	9	.9%	.3%
	66	2	.2%	.1%
	67	1	.1%	.1%
	68	2	.2%	.1%
	69	1	.1%	.1%
	70	12	1.2%	.3%
	71	2	.2%	.1%
	72	2	.2%	.0%
	73	1	.1%	.0%
	75	15	1.4%	1.3%
	76	3	.3%	.1%
	77	2	.2%	.4%
	78	2	.2%	.1%
	79	1	.1%	.0%
	80	36	3.5%	2.3%
	81	4	.4%	.1%
	82	5	.5%	.1%
	83	3	.3%	.5%
	84	1	.1%	.0%
	85	41	4.0%	2.3%
	86	8	.8%	.2%
	87	5	.5%	.3%
	88	12	1.2%	.8%
	89	8	.8%	.2%
	90	83	8.0%	8.0%
	91	15	1.4%	1.0%
	92	36	3.5%	2.5%
	93	32	3.1%	2.7%
	94	34	3.3%	2.9%
	95	129	12.5%	11.3%
	96	48	4.6%	4.1%
	97	51	4.9%	4.3%
	98	104	10.0%	7.1%
	99	111	10.7%	11.9%
	100	201	19.4%	36.1%
RESERVED CODES:				
DON'T KNOW	96	1	.1%	(MISS)
MISSING	98	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 13

What percentages of your current eighth grade students are members of the following groups? (Enter ZERO if none. Percents should sum to 100.)

Question 13A Tape Pos: 22-23 Format: I2

BYSC13A % OF AMERICAN INDIAN,ALASKAN 8TH GRADERS

American Indian or Alaskan Native

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	812	78.5%	88.5%
1%	1	123	11.9%	5.0%
2 - 5%	2	66	6.4%	4.4%
6% and above	3	33	3.2%	2.1%
RESERVED CODES:				
DON'T KNOW	96	2	.2%	(MISS)
REFUSAL	97	1	.1%	(MISS)
MISSING	98	8	.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 13)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 13B Tape Pos: 24-25 Format: I2

BYSC13B % OF ASIAN,PACIFIC ISLANDER 8TH GRADERS

Asian or Pacific Islander

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	480	46.4%	69.8%
1%	1	217	21.0%	12.0%
2%	2	88	8.5%	5.1%
3 - 5%	3	101	9.8%	5.5%
6 - 10%	4	73	7.1%	4.3%
11 - 20%	5	36	3.5%	2.3%
21% and above	6	19	1.8%	.9%
RESERVED CODES:				
DON'T KNOW	96	2	.2%	(MISS)
REFUSAL	97	1	.1%	(MISS)
MISSING	98	8	.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 13)

Question 13C Tape Pos: 26-27 Format: I2

BYSC13C % OF HISPANIC 8TH GRADERS

Hispanic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	440	42.5%	60.3%
1%	1	167	16.1%	9.8%
2%	2	73	7.1%	5.2%
3 - 5%	3	84	8.1%	6.1%
6 - 10%	4	69	6.7%	5.9%
11 - 20%	5	51	4.9%	3.9%
21 - 50%	6	79	7.6%	5.7%
51 - 80%	7	30	2.9%	2.5%
81% and above	8	31	3.0%	1.2%
RESERVED CODES:				
DON'T KNOW	96	2	.2%	(MISS)
REFUSAL	97	1	.1%	(MISS)
MISSING	98	8	.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 13)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 13D Tape Pos: 28-29 Format: I2

BYSC13D % OF BLACK NON-HISPANIC 8TH GRADERS

Black, not of Hispanic origin

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	312	30.1%	66.2%
1%	1	141	13.6%	7.9%
2%	2	72	7.0%	4.1%
3 - 5%	3	89	8.6%	6.4%
6 - 10%	4	84	8.1%	5.3%
11 - 20%	5	97	9.4%	5.9%
21 - 40%	6	96	9.3%	5.7%
41 - 70%	7	72	7.0%	4.2%
70% and above	8	51	4.9%	4.4%
RESERVED CODES:				
DON'T KNOW	96	2	.2%	(MISS)
REFUSAL	97	1	.1%	(MISS)
MISSING	98	8	.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 13)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question 13E — Tape Pos: 30-31, Format: I2

BYSC13E % OF WHITE NON-HISPANIC 8TH GRADERS

White, not of Hispanic origin

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 1%.....	1	56	5.4%	4.1%
2 - 15%.....	2	49	4.7%	2.9%
16 - 30%.....	3	46	4.4%	3.6%
31 - 50%.....	4	68	6.6%	3.5%
51 - 70%.....	5	119	11.5%	8.5%
71 - 80%.....	6	97	9.4%	6.3%
81 - 90%.....	7	133	12.9%	9.6%
91 - 95%.....	8	121	11.7%	9.6%
96 - 99%.....	9	186	18.0%	16.7%
100%.....	10	149	14.4%	35.4%
RESERVED CODES:				
DON'T KNOW.....	96	2	.2%	(MISS)
REFUSAL.....	97	1	.1%	(MISS)
MISSING.....	98	8	.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 13)

Question 14 — Tape Pos: 32-33, Format: I2

BYSC14 % OF 8TH GRADERS IN SINGLE PARENT FAMILY

What percent of your eighth grade students would you estimate live in a single parent family? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	1	30	2.9%	11.6%
1% - 25%.....	2	515	49.8%	56.9%
26% - 50%.....	3	341	32.9%	20.7%
51% - 75%.....	4	87	8.4%	5.2%
76% - 99%.....	5	20	1.9%	1.6%
All.....	6	3	.3%	1.7%
Cannot estimate.....	7	35	3.4%	2.3%
RESERVED CODES:				
MISSING.....	98	4	.4%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 15 — Tape Pos: 34-36, Format: I2

BYSC15 % OF 8TH GRADERS LIMITED ENGL PROFICIENT

What percent of the eighth grade students are limited English proficient (LEP)? Circle the Percentage Range That Represents Your Best Estimate (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
10% or less.....	1	937	90.5%	94.2%
11 - 20%.....	2	54	5.2%	2.6%
21 - 30%.....	3	22	2.1%	1.4%
31 - 40%.....	4	8	.8%	.8%
41 - 50%.....	5	2	.2%	.1%
51 - 60%.....	6	1	.1%	.0%
61 - 70%.....	7	1	.1%	.0%
71 - 80%.....	8	1	.1%	.1%
81% or more.....	9	7	.7%	1.1%
RESERVED CODES:				
MISSING.....	98	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 16

How many students in your school receive the following special services? (If service is not provided, enter zero.)

Question 16A

Free and reduced-price school lunch program

(Refer to Question 16.)

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988) and recoded as composite variable GSLUNCH.

Question 16B — Tape Pos: 38-38, Format: I3

BYSC16B PERCENT OF STUDENTS IN REMEDIAL READING

Remedial reading

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 thru 100.....	1	1033	99.8%	100.0%
RESERVED CODES:				
MISSING.....	998	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 16.)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 16C — Tape Pos: 39-41, Format: I3

BYSC16C PERCENT OF STUDENTS IN REMEDIAL MATH

Remedial math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 thru 100.....	1	1033	99.8%	100.0%
RESERVED CODES:				
MISSING.....	998	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 16.)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 16D Tape Pos: 42-44
Format: I3

BYSC16D PCT OF STUDENTS IN BILINGUAL EDUCATION

Bilingual education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 thru 100	1	1031	99.6%	100.0%
RESERVED CODES:				
MISSING	998	4	.4%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 16.)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 16E Tape Pos: 45-47
Format: I3

BYSC16E PCT OF STUDENTS IN ENGLISH AS 2ND LANG

English as a Second Language training (not Bilingual Education)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 thru 43	1	1039	99.4%	100.0%
RESERVED CODES:				
MISSING	998	6	.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 16.)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 16F Tape Pos: 48-50
Format: I3

BYSC16F PERCENT OF STUDENTS IN SPECIAL ED

Special education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 thru 100	1	1031	99.6%	100.0%
RESERVED CODES:				
MISSING	998	4	.4%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 16.)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 16G Tape Pos: 51-53
Format: I3

BYSC16G PCT OF STUDENTS IN GIFTED,TALENTED ED

Gifted and talented education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 thru 100	1	1003	96.9%	100.0%
RESERVED CODES:				
MISSING	998	32	3.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 16.)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 16H Tape Pos: 54-56
Format: I3

BYSC16H PERCENT OF STUDENTS IN JOB TRAINING

Job training

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 thru 100	1	1030	99.5%	100.0%
RESERVED CODES:				
MISSING	998	5	.5%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 16.)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

TEACHING STAFF CHARACTERISTICS

Question 17 Tape Pos: 57-59
Format: I3

BYSC17 NO. OF FULL TIME REGULAR TEACHERS

How many full-time regular teachers work in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 - 10	1	97	9.4%	31.0%
11 - 20	2	140	13.5%	23.3%
21 - 30	3	178	17.3%	17.6%
31 - 40	4	200	19.3%	12.3%
41 - 50	5	151	14.6%	6.9%
51 - 60	6	108	10.4%	4.1%
61 - 75	7	98	9.5%	3.1%
76 or more	8	64	6.2%	1.8%
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question 18 — Tape Pos: 59-59, Format: I1

BY8C18 MAJOR SCHOOL ORGANIZATION FOR 8TH GRADE

What is the major way that your school is organized for eighth grade student instruction? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SELF CONTAINED CLASS - the same students are taught by one or more teachers for all or part of the day	1	40	3.9%	12.8%
DEPARTMENTALIZED - students are taught by different teachers for each subject	2	841	81.3%	60.9%
SEMI-DEPARTMENTALIZED - students are taught by different teachers for some of their subjects	3	154	14.9%	26.2%
TOTALS:		1035	100.0%	100.0%

Question 19 — Tape Pos: 60-61, Format: I2

BY8C19 BASE SALARY FOR BEGINNING TEACHER W/ BA

What is the base salary for a beginning teacher with a bachelor's degree (or minimum required degree) in your school district?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
$12,000 or less	1	71	6.9%	18.3%
$12,001-14,000	2	64	6.2%	14.2%
$14,001-16,000	3	166	16.0%	18.7%
$16,001-18,000	4	288	28.0%	22.4%
$18,001-20,000	5	250	24.2%	17.0%
$20,001-22,000	6	110	10.6%	6.6%
$22,001 and above	7	58	5.3%	3.0%
RESERVED CODES:				
DON'T KNOW	88	2	.2%	(MISS)
REFUSAL	97	2	.2%	(MISS)
MISSING	98	17	1.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 20 — Tape Pos: 62-63

BY8C20 NUMBER OF FULL-TIME REGULAR TEACHING STAFF

How many of your full-time regular teaching staff are members of the following groups? (Enter ZERO if none.)

Question 20A — Tape Pos: 62-63, Format: I2

BY8C20A NO. OF AMERICAN INDIAN,ALASKAN TEACHERS

American Indian or Alaskan Native

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	969	93.3%	96.3%
1 or more	1	63	6.1%	3.7%
RESERVED CODES:				
REFUSAL	97	1	.1%	(MISS)
MISSING	98	18	1.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 20)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 20B — Tape Pos: 64-65, Format: I2

BY8C20B NO. OF ASIAN,PACIFIC ISLANDER TEACHERS

Asian or Pacific Islander

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	872	84.3%	92.8%
1	1	87	8.4%	5.2%
2	2	58	5.6%	2.2%
3 or more	3	1	.1%	(MISS)
RESERVED CODES:				
REFUSAL	97	1	.1%	(MISS)
MISSING	98	17	1.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 20)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 20C — Tape Pos: 66-67, Format: I2

BY8C20C NO. OF HISPANIC TEACHERS

Hispanic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	740	71.5%	84.9%
1	1	121	11.7%	7.3%
2	2	84	8.2%	3.7%
3 - 5	3	43	4.2%	2.0%
6 or more	4	58	5.6%	2.0%
RESERVED CODES:				
REFUSAL	97	1	.1%	(MISS)
MISSING	98	18	1.7%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 20)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 20D Tape Pos: 68-69 Format: I2

BY8C20D NO. OF BLACK, NON-HISPANIC TEACHERS

Black, not of Hispanic origin

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	840	82.2%	72.2%
1	1	129	12.6%	8.6%
2	2	50	4.8%	3.4%
3 - 5	3	87	8.4%	6.9%
6 - 10	4	87	8.4%	4.8%
11 - 20	5	70	6.8%	3.0%
21 or more	6	53	5.1%	2.4%
RESERVED CODES:				
REFUSAL	97	1	.1%	(MISS)
MISSING	98	18	1.7%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 20)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 20E Tape Pos: 70-71 Format: I2

BY8C20E NO. OF WHITE, NON-HISPANIC TEACHERS

White, not of Hispanic origin

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	0	.0%	.0%
0 - 5	1	45	4.3%	13.9%
6 - 10	2	96	9.3%	21.2%
11 - 20	3	175	16.9%	25.9%
21 - 30	4	210	20.3%	17.1%
31 - 40	5	177	17.1%	10.2%
41 - 50	6	146	14.0%	6.4%
51 - 70	7	115	11.1%	3.9%
71 or more	8	52	5.0%	1.4%
RESERVED CODES:				
REFUSAL	97	1	.1%	(MISS)
MISSING	98	19	1.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 20)

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 21 Tape Pos: 72-74 Format: I3

BY8C21 NO. FULL TIME TEACHERS WITH GRAD DEGREE

How many members of your full-time regular teaching staff have a degree beyond the bachelor's degree?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 thru 130	1	1007	97.3%	100.0%
RESERVED CODES:				
DON'T KNOW	996	5	.5%	(MISS)
MISSING	998	23	2.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 22 Tape Pos: 75-77 Format: I3

BY8C22 NO. TEACHERS TEACHING LEP, ESL, ETC.

How many teachers are assigned to teach English language/ language assistance classes for eighth grade (for example, LEP classes or ESL classes)? Include part-time teachers.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	548	52.8%	61.7%
	1	235	22.7%	23.2%
	2	95	9.2%	8.1%
	3	52	5.0%	3.0%
	4	42	4.1%	1.8%
	5	21	2.0%	.9%
	6	9	.9%	.3%
	7	8	.8%	.3%
	8	8	.8%	.2%
	9	3	.3%	.1%
	10	5	.5%	.1%
	12	2	.2%	.0%
	13	2	.2%	.0%
	17	1	.1%	.0%
	25	1	.1%	.0%
	26	1	.1%	.0%
	27	1	.1%	.0%
	31	1	.1%	.0%
RESERVED CODES:				
MISSING	998	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 23 Tape Pos: 78-78 Format: I1

BY8C23 REG TEACHING STAFF COVERED BY COLL BARG

Is the regular teaching staff in your school covered by a collective bargaining procedure(s)? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	559	54.0%	38.7%
No	2	472	45.6%	61.3%
RESERVED CODES:				
MISSING	8	4	.4%	(MISS)
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

SCHOOL POLICIES and PRACTICES

Question 24

Which of the following describe the practices for assignment of students to your school? (CIRCLE ONE EACH)

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question 24A Tape Pos: 78-78 Format: I1

BY8C24A ALL PUPILS IN DISTRICT ATTEND SCHOOL

All pupils in a particular geographic area (or district) attend this school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	718	69.5%	53.4%
No	2	314	30.3%	46.6%
RESERVED CODES:				
MISSING	8	3	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 24)

Question 24B Tape Pos: 80-80 Format: I1

BY8C24B PUPILS IN DIST. ASSIGNED, TRANS. ALLOWED

Pupils in a particular geographic area (or district) are generally assigned to this school but transfers are frequently allowed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	248	23.8%	15.9%
No	2	786	75.9%	84.1%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 24)

Question 24C Tape Pos: 81-81 Format: I1

BY8C24C PUPILS ASSIGNED FOR RACIAL/ETHNIC COMP.

Pupils are assigned from particular areas to achieve desired racial or ethnic composition in the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	98	8.9%	3.8%
No	2	934	90.2%	96.8%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 24)

Question 24D Tape Pos: 82-82 Format: I1

BY8C24D PUPILS ASSIGNED BASED ON ENTRANCE TEST

Pupils are assigned to this school based on an entrance test or other achievement criteria

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	14	1.4%	.7%
No	2	1018	98.4%	99.3%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 24)

Question 24E Tape Pos: 83-83 Format: I1

BY8C24E OTHER PRACTICE FOR ASSIGNMENT

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	45	4.3%	3.2%
No	2	988	95.5%	96.8%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 24)

Question 24F Tape Pos: 84-84 Format: I1

BY8C24F PRIVATE SCHOOL, DOES NOT APPLY

Private school, does not apply

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	233	22.5%	41.2%
No	2	802	77.5%	58.8%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 24)

Question 25 Tape Pos: 85-85 Format: I1

BY8C25 SCHOOL HAS FORMAL ADMISSION PROCEDURES

Does your school have formal admission/application procedures? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	379	37.0%	40.6%
No	2	755	72.9%	59.4%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 26 Tape Pos: 80-86 Format: I1

BY8C26 NO. STUDENTS WHO APPLIED FOR ADMISSION

How many students applied for admission to your school for the current school year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 - 50	1	53	5.1%	35.9%
51 - 100	2	43	4.2%	21.2%
101 - 200	3	61	5.9%	19.7%
201 - 350	4	50	4.8%	14.8%
351 or more	5	55	5.3%	8.7%
RESERVED CODES:				
DON'T KNOW	8	3	.3%	(MISS)
MISSING	8	15	1.4%	(MISS)
LEGITIMATE SKIP	9	755	72.9%	(MISS)
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 27 Tape Pos: 87-87 Format: I1

BY8C27 NO. OF STUDENTS WHO WERE ACCEPTED

How many applicants were accepted for admission to your school for the current school year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 - 50	1	64	6.2%	39.7%
51 - 100	2	60	5.8%	21.4%
101 - 200	3	61	5.9%	19.0%
201 - 350	4	42	4.1%	13.1%
351 or more	5	36	3.5%	6.8%
RESERVED CODES:				
DON'T KNOW	8	2	.2%	(MISS)
MISSING	8	15	1.4%	(MISS)
LEGITIMATE SKIP	9	755	72.9%	(MISS)
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 28

How often is consideration given to the following items regarding your school's admission practices? (CIRCLE ONE EACH)

Question 28A Tape Pos: 88-88 Format: I1

BY8C28A STANDARDIZED TEST USED IN ADMISSION

Level of performance on standardized achievement or aptitude test

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always	1	114	11.0%	24.3%
Usually	2	44	4.3%	19.2%
Sometimes	3	44	4.3%	22.5%
Seldom	4	17	1.6%	12.2%
Never	5	50	4.8%	21.7%
RESERVED CODES:				
MISSING	8	11	1.1%	(MISS)
LEGITIMATE SKIP	9	755	72.9%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 28)

Question 28B Tape Pos: 89-89 Format: I1

BY8C28B WRITTEN ADMISSION TEST USED

Level of performance on written admission test

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always	1	81	7.8%	20.7%
Usually	2	28	2.7%	9.4%
Sometimes	3	24	2.3%	7.0%
Seldom	4	23	2.2%	13.7%
Never	5	110	10.6%	49.3%
RESERVED CODES:				
MISSING	8	14	1.4%	(MISS)
LEGITIMATE SKIP	9	755	72.9%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 28)

Question 28C Tape Pos: 90-90 Format: I1

BY8C28C PERSONAL INTRVW W/PARENT USED IN ADMISSN

Personal interview with parent/guardian

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always	1	137	13.2%	52.8%
Usually	2	57	5.5%	16.4%
Sometimes	3	32	3.1%	17.2%
Seldom	4	15	1.4%	5.7%
Never	5	29	2.8%	7.9%
RESERVED CODES:				
MISSING	8	10	1.0%	(MISS)
LEGITIMATE SKIP	9	755	72.9%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 28)

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question 28D — Tape Pos: 81-81, Format: I1

BY88C28D PERSONL INTRVW W/STUDENT USED IN ADMISSN

Personal interview with student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always	1	112	10.8%	30.1%
Usually	2	89	8.7%	23.9%
Sometimes	3	41	4.0%	21.1%
Seldom	4	19	1.8%	7.9%
Never	5	38	3.7%	17.3%
RESERVED CODES:				
MISSING	8	11	1.1%	(MISS)
LEGITIMATE SKIP	9	765	73.9%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 28)

Question 28G — Tape Pos: 84-84, Format: I1

BY88C28G FRIEND'S RECOMMENDATION USED IN ADMISSN

Recommendation from a non-family friend (e.g., pastor, rabbi)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always	1	22	2.1%	4.8%
Usually	2	27	2.6%	12.9%
Sometimes	3	89	8.6%	37.4%
Seldom	4	62	6.0%	22.8%
Never	5	68	6.6%	22.5%
RESERVED CODES:				
MISSING	8	12	1.2%	(MISS)
LEGITIMATE SKIP	9	765	73.9%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 28)

Question 28E — Tape Pos: 82-82, Format: I1

BY88C28E FORMER PRINCPL'S RECOMND. USED IN ADMISN

Recommendation of a former principal

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always	1	48	4.4%	9.1%
Usually	2	53	5.1%	19.6%
Sometimes	3	95	9.2%	39.1%
Seldom	4	34	3.3%	18.0%
Never	5	40	3.9%	18.2%
RESERVED CODES:				
MISSING	8	12	1.2%	(MISS)
LEGITIMATE SKIP	9	765	72.9%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 28)

Question 28H — Tape Pos: 85-85, Format: I1

BY88C28H STRONG ACADEMIC RECORD USED IN ADMISSION

Strong academic record

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always	1	101	9.8%	21.9%
Usually	2	62	6.0%	25.8%
Sometimes	3	39	3.8%	20.7%
Seldom	4	18	1.7%	9.8%
Never	5	50	4.8%	22.0%
RESERVED CODES:				
MISSING	8	10	1.0%	(MISS)
LEGITIMATE SKIP	9	765	72.9%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 28)

Question 28F — Tape Pos: 83-83, Format: I1

BY88C28F FORMER TEACHER'S RECOMND. USED IN ADMISN

Recommendation of a former teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always	1	63	6.1%	10.2%
Usually	2	46	4.4%	18.4%
Sometimes	3	88	8.6%	28.3%
Seldom	4	43	4.2%	20.8%
Never	5	50	4.8%	22.3%
RESERVED CODES:				
MISSING	8	10	1.0%	(MISS)
LEGITIMATE SKIP	9	765	72.9%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 28)

Question 29 — Tape Pos: 86-86, Format: I1

BY88C29 MIN. GPA REQUIRD TO PARTIC IN ACTIVITIES

Does your school have a policy requiring student to maintain a minimum grade point average in order to participate in school activities such as sports? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	736	71.1%	67.3%
No	2	296	28.6%	32.7%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 30 — Tape Pos: 87-87, Format: I1

BY8C30 IS THIS A PUBLIC SCHOOL

Is this a public school? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	802	77.5%	58.8%
No	2	233	22.5%	41.2%
TOTALS:		1035	100.0%	100.0%

Question 31 — Tape Pos: 88-95, Format: I1

BY8C31 MAXIMUM YEARLY TUITION

What is the maximum yearly tuition to attend your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
$0 - $780	1	32	3.1%	20.8%
$781 - $1,280	2	62	6.0%	28.3%
$1,281 - $1,780	3	43	4.2%	28.4%
$1,781 - $5,000	4	48	4.5%	17.4%
$5,001 or more	5	53	5.1%	4.4%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	4	.4%	(MISS)
LEGITIMATE SKIP	9	802	77.5%	(MISS)
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question 32 — Tape Pos: 96-99, Format: I1

BY8C32 % OF STUDENTS PAYING MAXIMUM TUITION

What percentage of your students pay the maximum yearly tuition? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0% - 25%	1	65	6.3%	38.7%
26% - 50%	2	24	2.3%	10.2%
51% - 75%	3	34	3.3%	11.8%
76% - 100%	4	104	10.0%	38.3%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	5	.5%	(MISS)
LEGITIMATE SKIP	9	802	77.5%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 33 — Tape Pos: 100-102, Format: I3

BY8C33 % STUDENTS SCHL PROVIDES FINANCIAL AID

For what percentage of the students in your school are you currently providing financial aid?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	9	.8%	11.8%
	1	6	.6%	3.8%
	2	11	1.1%	8.9%
	3	8	.8%	3.7%
	4	3	.3%	1.0%
	5	20	1.9%	16.0%
	6	4	.4%	2.8%
	7	6	.6%	2.8%
	8	4	.4%	.8%
	9	2	.2%	2.5%
	10	13	1.3%	7.9%
	11	1	.1%	.0%
	12	8	.8%	3.7%
	13	1	.1%	.1%
	14	3	.3%	.2%
	15	7	.7%	3.7%
	16	4	.4%	1.3%
	17	5	.5%	2.1%
	18	1	.1%	.1%
	19	1	.1%	.0%
	20	7	.7%	3.3%
	21	4	.4%	1.6%
	22	4	.4%	1.0%
	23	3	.3%	1.1%
	24	2	.2%	1.0%
	25	9	.9%	4.8%
	26	2	.2%	.1%
	28	1	.1%	.0%
	29	1	.1%	.2%
	30	5	.5%	2.4%
	35	3	.3%	.8%
	40	2	.2%	1.8%
	45	1	.1%	.9%
	49	1	.1%	.1%
	50	1	.1%	4.4%
	65	1	.1%	.7%
	75	1	.1%	.8%
	100	2	.2%	1.0%
RESERVED CODES:				
NOT APPLICABLE	995	55	5.3%	(MISS)
REFUSAL	997	2	.2%	(MISS)
MISSING	998	9	.8%	(MISS)
LEGITIMATE SKIP	999	802	77.5%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 34 — Tape Pos: 103-103, Format: I1

BY8C34 ABILITY TO PAY CONSIDERED IN ADMISSION

In regard to your school's admissions practices, how often is consideration given to the student's (family's) ability to pay your school's tuition? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always considered	1	45	4.3%	19.8%
Usually considered	2	35	3.4%	18.0%
Sometimes considered	3	47	4.5%	22.9%
Seldom considered	4	39	3.8%	18.2%
Never considered	5	61	5.9%	21.2%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	5	.5%	(MISS)
LEGITIMATE SKIP	9	802	77.5%	(MISS)
TOTALS:		1035	100.0%	100.0%

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

GRADING AND/OR TESTING STRUCTURE

Question 35 — Tape Pos: 104-104, Format: I1

BY8C35 STDIZED TESTS USED TO ASSIGN HS COURSES

Are standardized tests used to assign eighth graders to high school courses/programs? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	600	58.0%	52.6%
No	2	434	41.9%	47.4%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 36

For each item listed below, indicate the level of influence each has in the assignment and/or selection of high school courses/programs for eighth grade students in your school? (CIRCLE ONE EACH)

Question 36A — Tape Pos: 105-105, Format: I1

BY8C36A COUNSELORS INFLUENCE ASSIGNING HS COURSES

Counselors

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
A Lot	1	417	40.3%	33.1%
Moderate	2	371	35.8%	33.1%
A Little	3	139	13.4%	13.8%
None	4	106	10.2%	20.0%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 36)

Question 36B — Tape Pos: 106-106, Format: I1

BY8C36B TEACHERS INFLUENCE ASSIGNING HS COURSES

Teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
A Lot	1	521	50.3%	48.4%
Moderate	2	379	36.6%	36.8%
A Little	3	111	10.7%	10.2%
None	4	22	2.1%	4.6%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 36)

Question 36C — Tape Pos: 107-107, Format: I1

BY8C36C PARENTS INFLUENCE ASSIGNING HS COURSES

Parents

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
A Lot	1	392	37.9%	36.8%
Moderate	2	390	37.7%	37.2%
A Little	3	208	19.9%	18.3%
None	4	44	4.3%	7.8%
RESERVED CODES:				
DON'T KNOW	8	1	.1%	(MISS)
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 36)

Question 36D — Tape Pos: 108-108, Format: I1

BY8C36D TEST SCORES INFLUENCE ASSIGNING HS COURSE

Test Scores

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
A Lot	1	352	34.0%	32.8%
Moderate	2	449	43.4%	40.4%
A Little	3	178	17.2%	18.1%
None	4	54	5.2%	8.7%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 36)

Question 37 — Tape Pos: 109-109, Format: I1

BY8C37 STDIZED TEST RESULTS PROV. TO FAMILIES

How often are standardized test results provided to families of students?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always	1	782	76.6%	75.7%
Usually	2	160	15.9%	16.0%
Sometimes	3	80	5.8%	6.8%
Seldom	4	18	1.8%	1.3%
Never	5	6	.6%	.3%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question 38

Are eighth grade students retained in their current grade for any of the following reasons? (CIRCLE ONE EACH)

Question 38A Tape Pos: 110-110 Format: I1

BY8C38A 8TH GRADERS RETAINED: FAILED READING TST

Failed competency test for reading

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	183	18.7%	14.7%
No	2	887	83.8%	85.3%
RESERVED CODES:				
MISSING	8	8	.8%	(MISS)
TOTALS:		1038	100.0%	100.0%

(Refer to Question 38)

Question 38B Tape Pos: 111-111 Format: I1

BY8C38B 8TH GRADERS RETAINED: FAILED MATH TEST

Failed competency test for mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	188	18.0%	14.0%
No	2	863	83.4%	86.0%
RESERVED CODES:				
MISSING	8	6	.6%	(MISS)
TOTALS:		1038	100.0%	100.0%

(Refer to Question 38)

Question 38C Tape Pos: 112-112 Format: I1

BY8C38C 8TH GRADERS RETAINED: FAILED SCIENCE TST

Failed competency test for science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	84	8.2%	5.9%
No	2	974	94.1%	94.1%
RESERVED CODES:				
MISSING	8	7	.7%	(MISS)
TOTALS:		1038	100.0%	100.0%

(Refer to Question 38)

Question 38D Tape Pos: 113-113 Format: I1

BY8C38D 8TH GRADERS RETAINED: FAILED HISTORY TST

Failed competency test for history

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	50	4.8%	5.6%
No	2	977	94.4%	94.5%
RESERVED CODES:				
MISSING	8	8	.8%	(MISS)
TOTALS:		1038	100.0%	100.0%

(Refer to Question 38)

Question 38E Tape Pos: 114-114 Format: I1

BY8C38E 8TH GRADERS RETAINED:FAILED SOC STUD TST

Failed competency test for general social studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	44	4.3%	5.4%
No	2	984	95.1%	94.6%
RESERVED CODES:				
MISSING	8	7	.7%	(MISS)
TOTALS:		1038	100.0%	100.0%

(Refer to Question 38)

Question 38F Tape Pos: 115-115 Format: I1

BY8C38F 8TH GRADERS RETAINED: FAILED ENGLISH TST

Failed competency test for English/language arts

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	138	13.1%	11.8%
No	2	893	86.2%	88.2%
RESERVED CODES:				
MISSING	8	7	.7%	(MISS)
TOTALS:		1038	100.0%	100.0%

(Refer to Question 38)

Question 38G Tape Pos: 116-116 Format: I1

BY8C38G 8TH GRADERS RETAIND:FAILD ANY REQ COURSE

Failed any required course

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	544	52.6%	51.9%
No	2	436	41.1%	48.1%
RESERVED CODES:				
MISSING	8	88	8.4%	(MISS)
TOTALS:		1038	100.0%	100.0%

(Refer to Question 38)

SCHOOL PROGRAMS

Question 39

How much instruction is required for eighth grade students in each of the following subjects? (CIRCLE ONE EACH)

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question 38A — Tape Pos: 117-117, Format: I1

BY8C38A INSTRUCTION REQUIRED FOR ENGLISH/READING

English/Reading

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Specific Amount	1	2	.2%	.4%
Full Year	2	1028	99.3%	99.0%
One-Half Year	3	4	.4%	.5%
Less Than One-Half Year	4	0	.0%	.0%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 39)

Question 38B — Tape Pos: 118-118, Format: I1

BY8C38B INSTRUCTION REQUIRED FOR MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Specific Amount	1	2	.2%	.4%
Full Year	2	1032	99.7%	99.6%
One-Half Year	3	0	.0%	.0%
Less Than One-Half Year	4	0	.0%	.0%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 39)

Question 38C — Tape Pos: 119-119, Format: I1

BY8C38C INSTRUCTION REQUIRED FOR SCIENCE

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Specific Amount	1	18	1.8%	.9%
Full Year	2	955	92.3%	93.5%
One-Half Year	3	60	5.8%	5.5%
Less Than One-Half Year	4	3	.3%	.1%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 39)

Question 38D — Tape Pos: 120-120, Format: I1

BY8C38D INSTRUCTION REQUIRED FOR HISTORY

History

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Specific Amount	1	152	14.7%	13.7%
Full Year	2	837	80.9%	80.1%
One-Half Year	3	31	3.0%	5.3%
Less Than One-Half Year	4	9	.9%	.9%
RESERVED CODES:				
MISSING	8	6	.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 39)

Question 38E — Tape Pos: 121-121, Format: I1

BY8C38E INSTRUCTION REQUIRED FOR SOCIAL STUDIES

General Social Studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Specific Amount	1	427	41.3%	38.4%
Full Year	2	538	52.0%	56.6%
One-Half Year	3	32	3.1%	4.2%
Less Than One-Half Year	4	29	2.8%	2.8%
RESERVED CODES:				
MISSING	8	9	.9%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 39)

Question 38F — Tape Pos: 122-122, Format: I1

BY8C38F INSTRUCTION REQUIRED FOR COMPUTER ED

Computer Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Specific Amount	1	503	48.6%	49.5%
Full Year	2	63	6.1%	10.8%
One-Half Year	3	152	14.7%	13.5%
Less Than One-Half Year	4	304	29.4%	26.2%
RESERVED CODES:				
MISSING	8	13	1.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 39)

Question 39G — Tape Pos: 123-123, Format: I1

BY88C39G INSTRUCTION REQUIRED FOR FOREIGN LANG

Foreign Language(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Specific Amount	1	883	88.0%	71.1%
Full Year	2	193	18.8%	12.8%
One-Half Year	3	54	5.2%	3.3%
Less Than One-Half Year	4	94	9.1%	12.7%
RESERVED CODES:				
MISSING	8	11	1.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 39)

Question 39H — Tape Pos: 124-124, Format: I1

BY88C39H INSTRUCTION REQUIRED FOR ART

Art

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Specific Amount	1	419	40.5%	34.5%
Full Year	2	165	15.9%	25.1%
One-Half Year	3	190	18.4%	15.5%
Less Than One-Half Year	4	257	24.8%	25.0%
RESERVED CODES:				
MISSING	8	4	.4%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 39)

Question 39I — Tape Pos: 125-125, Format: I1

BY88C39I INSTRUCTION REQUIRED FOR MUSIC

Music

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Specific Amount	1	449	43.4%	33.8%
Full Year	2	202	19.5%	30.1%
One-Half Year	3	157	15.2%	15.0%
Less Than One-Half Year	4	219	21.2%	21.1%
RESERVED CODES:				
MISSING	8	8	.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 39)

Question 39J — Tape Pos: 126-126, Format: I1

BY88C39J INSTRUCTION REQUIRED FOR PHYSICAL ED

Physical Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Specific Amount	1	58	5.6%	6.6%
Full Year	2	662	64.0%	70.4%
One-Half Year	3	251	24.3%	16.4%
Less Than One-Half Year	4	59	5.7%	6.6%
RESERVED CODES:				
MISSING	8	5	.5%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 39)

Question 39K — Tape Pos: 127-127, Format: I1

BY88C39K INSTRUCTION REQUIRED FOR FAM LIFE/SEX ED

Family Life and Sex Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Specific Amount	1	534	51.6%	52.6%
Full Year	2	53	5.1%	6.9%
One-Half Year	3	84	8.1%	7.1%
Less Than One-Half Year	4	360	34.8%	33.3%
RESERVED CODES:				
MISSING	8	4	.4%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 39)

Question 39L — Tape Pos: 128-128, Format: I1

BY88C39L INSTRUCTION REQUIRED FOR MORAL/ETHICS ED

Moral/Ethics Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Specific Amount	1	783	75.7%	68.0%
Full Year	2	84	8.1%	17.8%
One-Half Year	3	21	2.0%	1.7%
Less Than One-Half Year	4	142	13.7%	12.6%
RESERVED CODES:				
MISSING	8	5	.5%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 39)

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question 39M — Tape Pos: 129-129, Format: I1

BY88C39M INSTRUCTION REQUIRED FOR RELIGIOUS ED

Religious Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Specific Amount	1	802	77.8%	87.8%
Full Year	2	157	15.2%	36.8%
One-Half Year	3	6	.6%	.7%
Less Than One-Half Year	4	63	6.1%	4.7%
RESERVED CODES:				
MISSING	8	7	.7%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 39)

Question 40 — Tape Pos: 130-130, Format: I1

BY88C40 GIFTED AND TALENTED PROG FOR 8TH GRADERS

Is there a gifted and talented program for the eighth grade students in your school? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	648	62.4%	45.6%
No	2	389	37.6%	54.8%
TOTALS:		1035	100.0%	100.0%

Question 41

What subjects does the gifted and talented program cover? (CIRCLE ONE EACH)

Question 41A — Tape Pos: 131-131, Format: I1

BY88C41A GIFTED/TALENTED PROGRAM COVERS MATH

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	492	46.8%	75.7%
No	2	180	16.5%	24.3%
RESERVED CODES:				
MISSING	8	4	.4%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 41)

Question 41B — Tape Pos: 132-132, Format: I1

BY88C41B GIFTED/TALENTED PROGRAM COVERS SCIENCE

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	376	36.3%	56.7%
No	2	266	25.7%	43.3%
RESERVED CODES:				
MISSING	8	4	.4%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 41)

Question 41C — Tape Pos: 133-133, Format: I1

BY88C41C GIFTED/TALENTED PROGRAM COVERS ENGLISH

English/Literature

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	518	50.0%	74.9%
No	2	125	12.1%	25.1%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 41)

Question 41D — Tape Pos: 134-134, Format: I1

BY88C41D GIFTED/TALENTED PROGRAM COVERS SOC STUD

Social Studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	363	35.1%	49.5%
No	2	280	27.1%	50.5%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 41)

Question 41E — Tape Pos: 135-135, Format: I1

BY8C41E GIFTED/TALENTED PROG COVERS FOREIGN LANG

Foreign Language(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	181	18.8%	31.6%
No	2	481	46.5%	78.4%
RESERVED CODES:				
MISSING	8	4	.4%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 41)

Question 41F — Tape Pos: 136-136, Format: I1

BY8C41F GIFTED/TALENTED PROG COVERS COMPUTER SCI

Computer Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	203	19.6%	40.0%
No	2	440	42.5%	60.0%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 41)

Question 41G — Tape Pos: 137-137, Format: I1

BY8C41G GIFTED/TALENTED PROGRAM COVERS MUSIC

Music

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	188	18.3%	26.4%
No	2	485	46.9%	73.6%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 41)

Question 41H — Tape Pos: 138-138, Format: I1

BY8C41H GIFTED/TALENTED PROGRAM COVERS ART

Art

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	174	18.8%	29.5%
No	2	488	45.2%	70.5%
RESERVED CODES:				
MISSING	8	4	.4%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 41)

Question 41I — Tape Pos: 139-139, Format: I1

BY8C41I GIFTED/TALENTED PROGRAM COVERS OTHER

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	133	12.9%	34.0%
No	2	511	49.4%	78.0%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 41)

Question 42 — Tape Pos: 140-140, Format: I1

BY8C42 GIFTED PROG TAKES PLACE IN SCHL/OUTSIDE

Does gifted and talented instruction take place primarily within your school/school building, or primarily outside it (for example, at another school)? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Within this school	1	609	58.8%	91.2%
At some other location	2	35	3.4%	8.8%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question 43 — Tape Pos: 141-141, Format: I1

BY8C43 ORGANIZATION OF GIFTED/TALENTED PROG

Which of the following statements BEST describes the way eighth grade gifted and talented instruction is organized for the students in your school? (CIRCLE ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Students are taken from their regular classes for supplemental gifted and talented instruction	1	179	17.3%	38.3%
Gifted and talented students are grouped together for all or most subjects and have their own curriculum	2	179	17.3%	16.8%
Gifted and talented students are given enriched instruction only in the particular subjects in which they excel	3	150	14.5%	21.8%
Gifted and talented students are given supplemental instruction within their own classroom	4	47	4.5%	11.2%
Other arrangement (please specify)	5	86	8.3%	11.4%
RESERVED CODES:				
MISSING	8	5	.5%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1038	100.0%	100.0%

Question 44

What main factors are considered in the selection of students for the gifted and talented program? (CIRCLE ONE EACH)

Question 44A — Tape Pos: 142-142, Format: I1

BY8C44A GIFTED SELECTION:SCORES ON STDIZED EXAMS

Scores on standardized examinations given to all students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	606	58.6%	94.9%
No	2	37	3.6%	5.1%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1038	100.0%	100.0%

(Refer to Question 44)

Question 44B — Tape Pos: 143-143, Format: I1

BY8C44B GIFTED SELECTION:ADDITIONAL TEST RESULTS

Additional test results

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	484	46.6%	73.6%
No	2	169	16.4%	26.4%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1038	100.0%	100.0%

(Refer to Question 44)

Question 44C — Tape Pos: 144-144, Format: I1

BY8C44C GIFTED SELECTION:TEACHER/COUNSELOR RECOM

Teacher or counselor recommendations and reports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	576	55.7%	90.4%
No	2	67	6.5%	9.6%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1038	100.0%	100.0%

(Refer to Question 44)

Question 44D — Tape Pos: 145-145, Format: I1

BY8C44D GIFTED SELECTION: PARENTAL REQUESTS

Parental requests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	365	35.3%	51.9%
No	2	278	26.9%	48.1%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1038	100.0%	100.0%

(Refer to Question 44)

Question 44E — Tape Pos: 148-148 Format: I1

BY8C44E GIFTED SELECTION: SCHOOL GRADES

School grades

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	497	48.0%	78.6%
No	2	145	14.0%	21.4%
RESERVED CODES:				
MISSING	8	4	.4%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 44)

Question 44F — Tape Pos: 147-147 Format: I1

BY8C44F GIFTED SELECTION:OPPTNTIES-RACIAL/ETHNIC

Providing opportunities for racial and ethnic groups

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	109	10.5%	12.2%
No	2	534	51.6%	87.8%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 44)

Question 44G — Tape Pos: 148-148 Format: I1

BY8C44G GIFTED SELECTION: PERSONAL INTERVIEW

Personal interview

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	163	15.7%	24.0%
No	2	480	46.4%	76.0%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 44)

Question 44H — Tape Pos: 149-149 Format: I1

BY8C44H GIFTED SELECTION: STUDENT REQUESTS

Student requests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	186	18.0%	25.8%
No	2	457	44.2%	74.2%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 44)

Question 44I — Tape Pos: 150-150 Format: I1

BY8C44I GIFTED SELECTION: OTHER FACTOR

Other (please specify)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	41	4.0%	6.5%
No	2	602	58.2%	93.5%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
LEGITIMATE SKIP	9	389	37.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 44)

Question 45

Please indicate which of the following are offered by your school in the eighth grade. (CIRCLE ONE EACH)

Question 45A — Tape Pos: 151-151 Format: I1

BY8C45A 8TH GRADE ENGLISH TAUGHT TO LEP STUDENTS

English taught to LEP students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	321	31.0%	17.4%
No	2	714	69.0%	82.6%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 45)

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question 4S8

Which academic subjects are TAUGHT IN a non-English language? (CIRCLE ONE EACH)

Question 4S81 Tape Pos, 152-152 Format: I1

BY8C4S81 ENGLISH/READING TAUGHT NON-ENGLISH LANG

English/reading

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	75	7.2%	3.9%
No	2	959	92.7%	96.1%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 4S8)

Question 4S82 Tape Pos, 153-153 Format: I1

BY8C4S82 MATHEMATICS TAUGHT IN NON-ENGLISH LANG

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	58	5.6%	2.7%
No	2	976	94.3%	97.3%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 4S8)

Question 4S83 Tape Pos, 154-154 Format: I1

BY8C4S83 SCIENCE TAUGHT IN NON-ENGLISH LANGUAGE

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	55	5.3%	2.8%
No	2	979	94.6%	97.2%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 4S8)

Question 4S84 Tape Pos, 155-155 Format: I1

BY8C4S84 SOCIAL STUDIES TAUGHT NON-ENGLISH LANG

Social studies/history

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	65	6.3%	3.1%
No	2	969	93.6%	96.9%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 4S8)

Question 4SC

What non-English languages are ACADEMIC subjects (not foreign language courses) taught in? (CIRCLE ONE EACH)

Question 4SC1 Tape Pos, 156-156 Format: I1

BY8C4SC1 ACADEMIC SUBJECTS TAUGHT IN FRENCH

French

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	17	1.6%	.8%
No	2	1016	98.2%	99.2%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 4SC)

Question 4SC2 Tape Pos, 157-157 Format: I1

BY8C4SC2 ACADEMIC SUBJECTS TAUGHT IN SPANISH

Spanish

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	85	8.2%	4.1%
No	2	947	91.5%	95.9%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 4SC)

Question 48C3 Tape Pos: 158-158
Format: I1

BY8C48C3 ACADEMIC SUBJECTS TAUGHT IN OTHER LANG

Other (specify)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	12	1.2%	.7%
No	2	1019	98.5%	99.3%
RESERVED CODES:				
MISSING	8	4	.4%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48C)

Question 48D Tape Pos: 159-159
Format: I1

BY8C48D 8TH GRADE FOREIGN LANG COURSES OFFERED

Foreign language courses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	427	41.3%	26.0%
No	2	605	58.5%	74.0%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48

Are the following activities available to eighth grade students in your school? (CIRCLE ONE EACH)

Question 48A Tape Pos: 160-160
Format: I1

BY8C48A ACADEMIC HONOR SOCIETY AVAIL TO 8TH GRDR

Academic honor societies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	579	55.9%	43.0%
No	2	456	44.1%	57.0%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48B Tape Pos: 161-161
Format: I1

BY8C48B BAND AVAILABLE TO 8TH GRADERS

Band

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	873	84.3%	67.6%
No	2	162	15.7%	32.4%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48C Tape Pos: 162-162
Format: I1

BY8C48C CHORUS OR CHOIR AVAIL TO 8TH GRADERS

Chorus or choir

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	886	85.6%	75.0%
No	2	148	14.3%	25.0%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48D Tape Pos: 163-163
Format: I1

BY8C48D COMPUTER CLUBS AVAILABLE TO 8TH GRADERS

Computer club(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	517	50.0%	34.7%
No	2	517	50.0%	65.3%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48E Tape Pos: 164-164
Format: I1

BY8C48E DRAMA CLUBS AVAILABLE TO 8TH GRADERS

Drama clubs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	471	45.5%	28.1%
No	2	563	54.4%	71.9%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question 48F — Tape Pos: 165-165 Format: I1

BY8C48F SERVICE CLUBS AVAILABLE TO 8TH GRADERS

Service clubs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	562	54.3%	39.0%
No	2	472	45.6%	61.0%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48G — Tape Pos: 166-166 Format: I1

BY8C48G MATH CLUB AVAILABLE TO 8TH GRADERS

Mathematics club(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	393	38.0%	23.0%
No	2	639	61.7%	77.0%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48H — Tape Pos: 167-167 Format: I1

BY8C48H SCIENCE CLUB AVAILABLE TO 8TH GRADERS

Science club(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	370	35.7%	20.8%
No	2	664	64.2%	79.2%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48I — Tape Pos: 168-168 Format: I1

BY8C48I HISTORY CLUBS AVAILABLE TO 8TH GRADERS

History club(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	127	12.3%	7.8%
No	2	906	87.5%	92.2%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48J — Tape Pos: 169-169 Format: I1

BY8C48J OTHER SUBJ MATTER CLUB AVAIL TO 8TH GRDR

Other subject matter clubs (e.g., art)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	391	37.8%	23.3%
No	2	641	61.9%	76.7%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48K — Tape Pos: 170-170 Format: I1

BY8C48K SCIENCE FAIRS AVAILABLE TO 8TH GRADERS

Science fairs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	726	70.1%	64.5%
No	2	308	29.8%	35.5%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48L — Tape Pos: 171-171 Format: I1

BY8C48L STUDENT COUNCIL AVAILABLE TO 8TH GRADERS

Student council(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	859	83.0%	65.6%
No	2	176	17.0%	34.4%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48M — Tape Pos: 172-172 Format: I1

BY8C48M STUDENT NEWSPAPER AVAILABLE TO 8TH GRDRS

Student newspaper

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	661	63.9%	49.3%
No	2	373	36.0%	50.7%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48N Tape Pos: 173-173 Format: I1

BYSC48N STUDENT YEARBOOK AVAILABLE TO 8TH GRADRS

Student yearbook

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	733	69.9%	55.0%
No	2	312	30.1%	45.0%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48O Tape Pos: 174-174 Format: I1

BYSC48O FOREIGN LANGUAGE CLUBS AVAIL TO 8TH GRDR

Foreign language clubs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	222	21.4%	10.3%
No	2	813	78.6%	89.7%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48P Tape Pos: 175-175 Format: I1

BYSC48P ORCHESTRA AVAILABLE TO 8TH GRADERS

Orchestra

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	419	40.5%	19.3%
No	2	615	59.4%	80.7%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48Q Tape Pos: 176-176 Format: I1

BYSC48Q RELIG ORGANIZATIONS AVAIL TO 8TH GRADERS

Religious organizations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	167	16.1%	28.0%
No	2	868	83.9%	72.0%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48R Tape Pos: 177-177 Format: I1

BYSC48R DEBATE/SPEECH TEAMS AVAIL TO 8TH GRADERS

Debate or speech teams

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	274	26.5%	20.0%
No	2	761	73.5%	80.0%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48S Tape Pos: 178-178 Format: I1

BYSC48S INTERSCHOLASTIC SPORTS AVAIL TO 8TH GRDR

Interscholastic sports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	847	81.8%	80.7%
No	2	185	17.9%	19.3%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48T Tape Pos: 179-179 Format: I1

BYSC48T INTRAMURAL SPORTS AVAIL TO 8TH GRADERS

Intramural sports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	724	70.0%	57.2%
No	2	311	30.0%	42.8%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48U Tape Pos: 180-180 Format: I1

BYSC48U VOCATIONAL ED CLUBS AVAIL TO 8TH GRADERS

Vocational education clubs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	194	18.7%	12.1%
No	2	840	81.2%	87.9%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

NELS:_88 BASE YEAR SCHOOL QUESTIONNAIRE

Question 46V Tape Pos: 181-181 Format: I1

BYSC46V CHEERLEADING, ETC. AVAIL TO 8TH GRADERS

Cheerleading and related activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	719	69.5%	68.0%
No	2	316	30.5%	32.0%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 46)

SCHOOL CLIMATE

Question 47

For each of the characteristics listed below which help to define the climate of your school, indicate how much it describes your school. (CIRCLE ONE EACH)

Question 47A Tape Pos: 182-182 Format: I1

BYSC47A CONFLICT BETWN TEACHERS & ADMINISTATORS

There is conflict between teachers and administrators

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	622	60.1%	67.4%
	2	307	29.7%	24.1%
	3	68	6.6%	4.2%
	4	30	2.9%	3.9%
Very much accurate for this school	5	5	.5%	.3%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 47B Tape Pos: 183-183 Format: I1

BYSC47B DISCIPLINE IS EMPHASIZED AT THIS SCHOOL

Discipline is emphasized at this school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	17	1.6%	1.4%
	2	30	2.9%	1.8%
	3	65	6.3%	5.3%
	4	254	24.5%	24.3%
Very much accurate for this school	5	668	64.5%	67.5%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 47C Tape Pos: 184-184 Format: I1

BYSC47C STUDENTS PLACE A PRIORITY ON LEARNING

Students place a priority on learning

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	7	.7%	.2%
	2	41	4.0%	3.3%
	3	354	34.2%	33.2%
	4	434	41.9%	43.1%
Very much accurate for this school	5	197	19.0%	20.2%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 47D Tape Pos: 185-185 Format: I1

BYSC47D CLASSROOM ENVIRONMENT IS STRUCTURED

The classroom environment for students is structured

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	10	1.0%	.3%
	2	22	2.1%	1.7%
	3	112	10.8%	9.1%
	4	505	48.8%	43.3%
Very much accurate for this school	5	385	37.2%	45.8%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 47E Tape Pos: 186-186 Format: I1

BYSC47E TEACHERS ENCOURAGE STUDENTS TO DO BEST

Teachers at this school encourage students to do their best

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	16	1.5%	1.1%
	2	12	1.2%	.7%
	3	48	4.7%	3.8%
	4	343	33.1%	26.8%
Very much accurate for this school	5	614	59.3%	67.7%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 47F — Tape Pos: 187-187, Format: I1

BY8C47F STUDENTS ARE EXPECTED TO DO HOMEWORK

Students are expected to do homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	17	1.6%	1.1%
	2	12	1.2%	1.1%
	3	85	8.2%	8.9%
	4	305	29.5%	24.3%
Very much accurate for this school	5	844	82.2%	68.1%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 47I — Tape Pos: 190-190, Format: I1

BY8C47I TEACHERS HV DIFFICULTY MOTIVATNG STUDNTS

Teachers find it difficult to motivate students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	128	12.5%	18.1%
	2	323	31.2%	35.3%
	3	371	35.8%	28.2%
	4	188	18.2%	17.2%
Very much accurate for this school	5	21	2.0%	2.2%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 47G — Tape Pos: 188-188, Format: I1

BY8C47G TEACHER MORALE IS HIGH

Teacher morale is high

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	19	1.8%	2.0%
	2	47	4.5%	4.9%
	3	159	15.4%	13.4%
	4	501	48.4%	43.1%
Very much accurate for this school	5	307	29.7%	36.6%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 47J — Tape Pos: 191-191, Format: I1

BY8C47J SCHOOL DAY FOR STUDENTS IS STRUCTURED

The school day for students is structured

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	22	2.1%	1.6%
	2	9	.9%	.8%
	3	46	4.4%	4.4%
	4	267	25.8%	27.0%
Very much accurate for this school	5	689	66.6%	66.4%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 47H — Tape Pos: 189-189, Format: I1

BY8C47H TEACHERS HV NEG ATTITUDE ABOUT STUDENTS

Teachers have a negative attitude about students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	454	43.9%	53.3%
	2	348	33.6%	27.7%
	3	125	12.1%	9.9%
	4	88	8.5%	8.7%
Very much accurate for this school	5	18	1.7%	1.4%
RESERVED CODES:				
MISSING	8	3	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 47K — Tape Pos: 192-192, Format: I1

BY8C47K DEVIATION FR SCHOOL RULES NOT TOLERATED

Deviation by students from school rules is not tolerated

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	12	1.2%	1.1%
	2	31	3.0%	2.9%
	3	84	8.1%	8.9%
	4	443	42.8%	41.2%
Very much accurate for this school	5	464	44.8%	45.9%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question 47L — Tape Pos: 183-183, Format: I1

BYSC47L SCHOOL ENVIRONMENT IS 'FLEXIBLE'

The school environment is 'flexible'

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	33	3.1%	2.7%
	2	140	13.5%	13.3%
	3	308	29.8%	29.8%
	4	380	37.7%	37.1%
Very much accurate for this school	5	160	15.5%	16.1%
RESERVED CODES:				
MISSING	8	5	.5%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 47M — Tape Pos: 184-184, Format: I1

BYSC47M TEACHERS RESPOND TO INDIVIDUAL NEEDS

Teachers take the time to respond to students' individual needs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	10	1.0%	.7%
	2	28	2.7%	1.7%
	3	168	16.2%	12.1%
	4	493	47.6%	40.9%
Very much accurate for this school	5	336	32.4%	44.6%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 47N — Tape Pos: 185-185, Format: I1

BYSC47N SCHOOL EMPHASIZES SPORTS

The school emphasizes sports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	91	8.8%	11.3%
	2	177	17.1%	18.3%
	3	381	36.8%	37.3%
	4	384	37.4%	33.8%
Very much accurate for this school	5	101	9.8%	9.8%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 47O — Tape Pos: 186-186, Format: I1

BYSC47O STUDENTS FACE COMPETITION FOR GRADES

Students face competition for grades

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all accurate for this school	1	68	6.4%	8.8%
	2	120	11.8%	12.1%
	3	338	32.8%	34.2%
	4	380	36.7%	31.8%
Very much accurate for this school	5	128	12.4%	12.4%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 47)

Question 48

Please indicate which of the following exists in your school. (CIRCLE ONE EACH)

Question 48A — Tape Pos: 187-187, Format: I1

BYSC48A VISITORS REQUIRED TO SIGN IN MAIN OFFICE

Visitors required to sign in at the main office

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	853	82.4%	73.1%
No	2	182	17.6%	26.9%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48B — Tape Pos: 188-188, Format: I1

BYSC48B HALL PASSES REQUIRED TO VISIT LIBRARY

Hall passes required to visit library

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	779	75.3%	57.6%
No	2	254	24.6%	42.4%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48C — Tape Pos: 199-199, Format: I1

BYSC48C HALL PASSES REQUIRED TO VISIT LAVATORY

Hall passes required to visit lavatory

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	771	74.5%	57.9%
No	2	263	25.4%	42.1%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48D — Tape Pos: 200-200, Format: I1

BYSC48D HALL PASSES REQUIRED TO VISIT OFFICE

Hall passes required to visit office

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	748	72.3%	55.3%
No	2	286	27.6%	44.7%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48E — Tape Pos: 201-201, Format: I1

BYSC48E HALL PASSES REQUIRED TO VISIT COUNSELOR

Hall passes required to visit counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	723	69.9%	49.2%
No	2	311	30.0%	50.8%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48F — Tape Pos: 202-202, Format: I1

BYSC48F ACADEMIC COUNSELING FOR STUDENTS EXISTS

Academic counseling for students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	910	87.9%	73.6%
No	2	122	11.8%	26.4%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48G — Tape Pos: 203-203, Format: I1

BYSC48G BEHAVIORAL PROB COUNSELING FOR STUDENTS

Behavioral problem counseling for students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	966	93.5%	85.1%
No	2	68	6.4%	14.9%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48H — Tape Pos: 204-204, Format: I1

BYSC48H VOCATIONAL COUNSELNG FOR STUDENTS EXISTS

Vocational counseling for students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	550	53.1%	40.2%
No	2	482	46.6%	59.8%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48I — Tape Pos: 205-205, Format: I1

BYSC48I STUDENT UNIFORM REQUIRED

Student uniform required

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	124	12.0%	18.0%
No	2	911	88.0%	82.0%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48J — Tape Pos: 206-206, Format: I1

BYSC48J CERTAIN FORMS OF DRESS FORBIDDEN

Certain forms of student dress forbidden

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	963	93.0%	92.3%
No	2	72	7.0%	7.7%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question 4BK — Tape Pos: 207-207, Format: I1

BY8C4BK STUDENTS CAN'T LEAVE GROUNDS DUR SCH HRS

Students prohibited from leaving school or school grounds during school hours

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	986	95.3%	93.3%
No	2	47	4.5%	6.7%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 4B)

Question 4B

Indicate the degree to which each of the following matters is a problem in your school. (CIRCLE ONE EACH)

Question 4BA — Tape Pos: 208-208, Format: I1

BY8C4BA DEGREE STUDENT TARDINESS IS A PROBLEM

Student tardiness

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious	1	43	4.2%	2.9%
Moderate	2	288	27.9%	22.2%
Minor	3	527	50.9%	48.1%
Not a problem	4	174	16.8%	29.1%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 4B)

Question 4BB — Tape Pos: 209-209, Format: I1

BY8C4BB DEGREE STUDENT ABSENTEEISM IS A PROBLEM

Student absenteeism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious	1	51	4.9%	3.8%
Moderate	2	247	23.9%	19.0%
Minor	3	482	46.6%	41.9%
Not a problem	4	251	24.3%	36.8%
RESERVED CODES:				
MISSING	8	4	.4%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 4B)

Question 4BC — Tape Pos: 210-210, Format: I1

BY8C4BC DEGREE STUDENT CLASS CUTTING IS A PROB

Student class cutting

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious	1	10	1.0%	.8%
Moderate	2	78	7.5%	4.2%
Minor	3	359	34.7%	22.1%
Not a problem	4	588	56.8%	73.2%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 4B)

Question 4BD — Tape Pos: 211-211, Format: I1

BY8C4BD DEGREE STUDENT PHYS CONFLICTS ARE A PROB

Physical conflicts among students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious	1	23	2.1%	1.4%
Moderate	2	144	13.9%	8.6%
Minor	3	557	53.7%	47.1%
Not a problem	4	381	37.1%	42.9%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 4B)

Question 4BE — Tape Pos: 212-212, Format: I1

BY8C4BE DEGREE ROBBERY OR THEFT IS A PROBLEM

Robbery or theft

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious	1	7	.7%	.8%
Moderate	2	83	8.0%	4.1%
Minor	3	561	54.2%	38.8%
Not a problem	4	384	37.1%	56.4%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 4B)

Question 4BF — Tape Pos: 213-213, Format: I1

BY8C4BF DEGREE VANDALISM IS A PROBLEM

Vandalism of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious	1	13	1.3%	.9%
Moderate	2	68	6.6%	4.8%
Minor	3	513	49.6%	38.8%
Not a problem	4	441	42.6%	55.5%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 4B)

Question 48G — Tape Pos: 214-214, Format: I1

BY8C48G DEGREE STUDENT ALCOHOL USE IS A PROBLEM

Student use of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious	1	18	1.8%	3.0%
Moderate	2	78	7.5%	5.9%
Minor	3	404	39.0%	35.0%
Not a problem	4	539	52.1%	56.1%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48H — Tape Pos: 215-215, Format: I1

BY8C48H DEGREE STUDENT ILLEG DRUG USE IS A PROB

Student use of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious	1	8	.8%	.8%
Moderate	2	66	6.4%	5.3%
Minor	3	431	41.6%	24.7%
Not a problem	4	530	51.2%	69.4%
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48I — Tape Pos: 216-216, Format: I1

BY8C48I DEGREE STUDENT WEAPONS ARE A PROBLEM

Student possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious	1	8	.8%	.7%
Moderate	2	19	1.8%	.7%
Minor	3	165	15.9%	9.0%
Not a problem	4	842	81.4%	89.6%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48J — Tape Pos: 217-217, Format: I1

BY8C48J DEGREE PHYS ABUSE OF TEACHERS IS A PROB

Physical abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious	1	8	.8%	.8%
Moderate	2	5	.5%	.3%
Minor	3	65	6.3%	3.8%
Not a problem	4	957	92.5%	95.4%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 48K — Tape Pos: 218-218, Format: I1

BY8C48K DEGREE VERBAL ABUSE OF TEACHRS IS A PROB

Verbal abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious	1	8	.8%	1.1%
Moderate	2	48	4.7%	3.2%
Minor	3	433	41.8%	30.2%
Not a problem	4	543	52.5%	65.5%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 48)

Question 50

In your school what happens to a student who is caught doing one of the following? (Expulsion means the student is asked to permanently withdraw; suspension means the student is asked to leave for a period of time, but is permitted to come back to the school.) (CIRCLE ONE EACH)

FIRST OCCURRENCE

Question 50AA — Tape Pos: 218-219, Format: I1

BY8C50AA ACTION FOR CHEATING: 1ST OCCURRENCE

Cheating

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued	0	40	3.9%	3.8%
Minor Disciplinary Action	1	895	86.5%	88.3%
Suspension	2	94	9.1%	7.8%
Expulsion	3	0	.0%	.0%
RESERVED CODES:				
DON'T KNOW	6	1	.1%	(MISS)
MISSING	8	5	.5%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 50)

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question S0AB — Tape Pos: 220-220, Format: I1

BYSCS0AB ACTION FOR INJURY TO OTH STUD:1ST OCCUR

Physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	1	.1%	.1%
Minor Disciplinary Action.....	1	166	16.0%	28.9%
Suspension.....	2	834	80.6%	68.7%
Expulsion.....	3	26	2.5%	2.4%
RESERVED CODES:				
DON'T KNOW.....	8	4	.4%	(MISS)
MISSING.....	9	4	.4%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question S0)

Question S0AE — Tape Pos: 223-223, Format: I1

BYSCS0AE ACTION FOR WEAPON POSS.: 1ST OCCURRENCE

Possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	2	.2%	.3%
Minor Disciplinary Action.....	1	22	2.1%	3.9%
Suspension.....	2	586	56.6%	52.3%
Expulsion.....	3	411	39.7%	43.6%
RESERVED CODES:				
DON'T KNOW.....	8	6	.6%	(MISS)
MISSING.....	9	8	.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question S0)

Question S0AC — Tape Pos: 221-221, Format: I1

BYSCS0AC ACTION FOR ALCOHOL POSS.: 1ST OCCURRENCE

Possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	3	.3%	.2%
Minor Disciplinary Action.....	1	12	1.2%	3.1%
Suspension.....	2	830	80.2%	71.5%
Expulsion.....	3	179	17.3%	26.2%
RESERVED CODES:				
DON'T KNOW.....	8	5	.5%	(MISS)
MISSING.....	9	6	.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question S0)

Question S0AF — Tape Pos: 224-224, Format: I1

BYSCS0AF ACTION FOR ALCOHOL USE: 1ST OCCURRENCE

Use at school of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	2	.2%	.2%
Minor Disciplinary Action.....	1	9	.9%	1.6%
Suspension.....	2	782	73.6%	63.2%
Expulsion.....	3	350	34.2%	35.0%
RESERVED CODES:				
DON'T KNOW.....	8	5	.5%	(MISS)
MISSING.....	9	7	.7%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question S0)

Question S0AD — Tape Pos: 222-222, Format: I1

BYSCS0AD ACTION FOR DRUG POSS.: 1ST OCCURRENCE

Possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	2	.2%	.2%
Minor Disciplinary Action.....	1	8	.8%	1.6%
Suspension.....	2	721	69.7%	60.0%
Expulsion.....	3	293	28.3%	38.1%
RESERVED CODES:				
DON'T KNOW.....	8	5	.5%	(MISS)
MISSING.....	9	6	.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question S0)

Question S0AG — Tape Pos: 225-225, Format: I1

BYSCS0AG ACTION FOR ILLEG DRUG USE: 1ST OCCURRENCE

Use at school of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	2	.2%	.2%
Minor Disciplinary Action.....	1	6	.6%	1.4%
Suspension.....	2	683	66.0%	56.9%
Expulsion.....	3	331	32.0%	41.5%
RESERVED CODES:				
DON'T KNOW.....	8	6	.6%	(MISS)
MISSING.....	9	7	.7%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question S0)

Question SQAH Tape Pos: 226-226 Format: I1

SYSCSQAH ACTION FOR SMOKING: 1ST OCCURRENCE

Smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	3	.3%	.5%
Minor Disciplinary Action.....	1	221	21.4%	17.8%
Suspension.....	2	756	73.0%	70.6%
Expulsion.....	3	43	4.2%	11.3%
RESERVED CODES:				
DON'T KNOW.....	6	6	.6%	(MISS)
MISSING.....	8	6	.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 50)

Question SQAI Tape Pos: 227-227 Format: I1

SYSCSQAI ACTION FOR VERBAL ABUSE OF TCHR: 1ST OCC

Verbal abuse of teacher or staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	1	.1%	.1%
Minor Disciplinary Action.....	1	212	20.5%	25.6%
Suspension.....	2	783	75.7%	69.9%
Expulsion.....	3	30	2.9%	4.5%
RESERVED CODES:				
DON'T KNOW.....	6	4	.4%	(MISS)
MISSING.....	8	5	.5%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 50)

Question SQAJ Tape Pos: 228-228 Format: I1

SYSCSQAJ ACTION FOR INJURY TO TCHR: 1ST OCCURRNCE

Physical injury to a teacher or staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	2	.2%	.1%
Minor Disciplinary Action.....	1	6	.6%	1.1%
Suspension.....	2	388	37.5%	41.8%
Expulsion.....	3	624	60.3%	57.0%
RESERVED CODES:				
DON'T KNOW.....	6	5	.5%	(MISS)
MISSING.....	8	10	1.0%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 50)

Question SQAK Tape Pos: 229-229 Format: I1

SYSCSQAK ACTION FOR THEFT OF SCHL PROP: 1ST OCC

Theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	1	.1%	.1%
Minor Disciplinary Action.....	1	119	11.5%	15.5%
Suspension.....	2	825	79.7%	76.3%
Expulsion.....	3	79	7.6%	8.1%
RESERVED CODES:				
DON'T KNOW.....	6	4	.4%	(MISS)
MISSING.....	8	7	.7%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 50)

Question SQAL Tape Pos: 230-230 Format: I1

SYSCSQAL ACTION FOR CLASSRM DISTURBANCE: 1ST OCC

Classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	28	2.7%	2.8%
Minor Disciplinary Action.....	1	852	82.3%	85.1%
Suspension.....	2	149	14.4%	12.0%
Expulsion.....	3	1	.1%	.0%
RESERVED CODES:				
DON'T KNOW.....	6	2	.2%	(MISS)
MISSING.....	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 50)

Question SQAM Tape Pos: 231-231 Format: I1

SYSCSQAM ACTION FOR PROFANITY: 1ST OCCURRENCE

Use of profanity

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	28	2.7%	1.9%
Minor Disciplinary Action.....	1	788	76.1%	79.5%
Suspension.....	2	213	20.6%	18.5%
Expulsion.....	3	1	.1%	.0%
RESERVED CODES:				
DON'T KNOW.....	6	2	.2%	(MISS)
REFUSAL.....	7	1	.1%	(MISS)
MISSING.....	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 50)

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

REPEATED OCCURRENCES

Question S0SA — Tape Pos: 332-332, Format: I1

BYSCS0SA ACTION FOR CHEATING:REPEATED OCCURRENCES

Cheating

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	3	.2%	.1%
Minor Disciplinary Action.....	1	329	31.8%	30.9%
Suspension.....	2	636	61.4%	63.7%
Expulsion.....	3	57	5.5%	5.0%
RESERVED CODES:				
DON'T KNOW.....	8	3	.3%	(MISS)
MISSING.....	9	6	.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question S0)

Question S0SB — Tape Pos: 333-333, Format: I1

BYSCS0SB ACTION FOR INJURY TO OTH STUD:REP OCCUR

Physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	0	.0%	.0%
Minor Disciplinary Action.....	1	18	1.5%	3.7%
Suspension.....	2	514	49.7%	46.1%
Expulsion.....	3	495	47.8%	50.2%
RESERVED CODES:				
DON'T KNOW.....	8	4	.4%	(MISS)
MISSING.....	9	4	.4%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question S0)

Question S0SC — Tape Pos: 334-334, Format: I1

BYSCS0SC ACTION FOR ALCOHOL POSS.:REP OCCURRENCES

Possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	2	.2%	.2%
Minor Disciplinary Action.....	1	1	.1%	.0%
Suspension.....	2	381	36.8%	28.6%
Expulsion.....	3	635	61.4%	71.2%
RESERVED CODES:				
DON'T KNOW.....	8	6	.6%	(MISS)
MISSING.....	9	10	1.0%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question S0)

Question S0SD — Tape Pos: 335-335, Format: I1

BYSCS0SD ACTION FOR DRUG POSS.: REP OCCURRENCES

Possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	2	.2%	.2%
Minor Disciplinary Action.....	1	1	.1%	.0%
Suspension.....	2	263	25.4%	21.0%
Expulsion.....	3	757	73.1%	78.8%
RESERVED CODES:				
DON'T KNOW.....	8	8	.8%	(MISS)
MISSING.....	9	6	.6%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question S0)

Question S0SE — Tape Pos: 336-336, Format: I1

BYSCS0SE ACTION FOR WEAPON POSS.: REP OCCURRENCES

Possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	3	.2%	.2%
Minor Disciplinary Action.....	1	0	.0%	.0%
Suspension.....	2	210	20.3%	16.8%
Expulsion.....	3	809	78.1%	83.0%
RESERVED CODES:				
DON'T KNOW.....	8	7	.7%	(MISS)
MISSING.....	9	7	.7%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question S0)

Question S0SF — Tape Pos: 337-337, Format: I1

BYSCS0SF ACTION FOR ALCOHOL USE: REP OCCURRENCES

Use at school of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	3	.2%	.2%
Minor Disciplinary Action.....	1	1	.1%	.0%
Suspension.....	2	327	31.6%	22.2%
Expulsion.....	3	690	66.7%	77.5%
RESERVED CODES:				
DON'T KNOW.....	8	7	.7%	(MISS)
MISSING.....	9	8	.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question S0)

Question S08G — Tape Pos: 338-338 Format: I1

BYSCS08G ACTION FOR ILLEG DRUG USE: REP OCCURRNCE

Use at school of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	2	.2%	.3%
Minor Disciplinary Action.....	1	2	.2%	.1%
Suspension.....	2	250	24.2%	18.1%
Expulsion.....	3	765	74.2%	81.6%
RESERVED CODES:				
DON'T KNOW.....	8	8	.8%	(MISS)
MISSING.....	8	7	.7%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 80)

Question S08H — Tape Pos: 339-339 Format: I1

BYSCS08H ACTION FOR SMOKING: REPEATED OCCURRENCES

Smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	1	.1%	.1%
Minor Disciplinary Action.....	1	28	2.8%	1.9%
Suspension.....	2	723	69.9%	55.0%
Expulsion.....	3	271	26.2%	43.0%
RESERVED CODES:				
DON'T KNOW.....	8	7	.7%	(MISS)
MISSING.....	8	7	.7%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 80)

Question S08I — Tape Pos: 340-340 Format: I1

BYSCS08I ACTION FOR VERBAL ABUSE OF TCHR: REP OCC

Verbal abuse of teacher or staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	0	.0%	.0%
Minor Disciplinary Action.....	1	15	1.4%	1.9%
Suspension.....	2	633	61.2%	50.9%
Expulsion.....	3	376	36.3%	48.0%
RESERVED CODES:				
DON'T KNOW.....	8	4	.4%	(MISS)
MISSING.....	8	7	.7%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 80)

Question S08J — Tape Pos: 341-341 Format: I1

BYSCS08J ACTION FOR INJURY TO TCHR: REP OCCURRNCE

Physical injury to a teacher or staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	1	.1%	.1%
Minor Disciplinary Action.....	1	2	.2%	.3%
Suspension.....	2	155	15.3%	14.3%
Expulsion.....	3	861	83.2%	85.4%
RESERVED CODES:				
DON'T KNOW.....	8	8	.8%	(MISS)
MISSING.....	8	8	.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 80)

Question S08K — Tape Pos: 342-342 Format: I1

BYSCS08K ACTION FOR THEFT OF SCHL PROP: REP OCC

Theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	1	.1%	.1%
Minor Disciplinary Action.....	1	11	1.1%	2.8%
Suspension.....	2	574	55.5%	43.0%
Expulsion.....	3	436	42.1%	54.2%
RESERVED CODES:				
DON'T KNOW.....	8	5	.5%	(MISS)
MISSING.....	8	8	.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 80)

Question S08L — Tape Pos: 343-343 Format: I1

BYSCS08L ACTION FOR CLASSRM DISTURBANCE: REP OCC

Classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	1	.1%	.0%
Minor Disciplinary Action.....	1	122	11.8%	14.9%
Suspension.....	2	788	76.1%	73.1%
Expulsion.....	3	118	11.4%	12.0%
RESERVED CODES:				
DON'T KNOW.....	8	3	.3%	(MISS)
MISSING.....	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 80)

NELS: 88 BASE YEAR SCHOOL QUESTIONNAIRE

Question SCSBN — Tape Pos: 344-344, Format: I1

BYSCSCBN ACTION FOR PROFANITY: REP OCCURRENCES

Use of profanity

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No Action or Warning Issued...	0	1	.1%	.0%
Minor Disciplinary Action.....	1	153	14.7%	13.9%
Suspension.....	2	773	74.7%	71.0%
Expulsion.....	3	103	10.0%	15.1%
RESERVED CODES:				
DON'T KNOW.....	8	3	.3%	(MISS)
REFUSAL.....	7	1	.1%	(MISS)
MISSING.....	8	2	.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

(Refer to Question 50)

Question BYADWT — Tape Pos: 345-352, Format: N8.3

BYADWT = BASE YR WT FOR ADMNSTR COMPLTD SCHL QUES

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
1.843 thru 387.3.....	1.000	1035	100.0%	100.0%
TOTALS:		1035	100.0%	100.0%

Question GSTYPE — Tape Pos: 353-353, Format: I1

GSTYPE GRADE SPAN OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
P or K or 1 through 8.....	1	187	18.1%	43.9%
P or K or 1 through 12.....	2	70	6.8%	13.3%
6 or 7 or 8 through 12.....	3	97	9.4%	9.3%
3 or 4 or 5 through 8.....	4	58	5.6%	6.1%
6 through 8.....	5	244	23.6%	13.1%
7 through 8.....	6	185	17.9%	7.8%
7 through 9/8 through 9.....	7	161	15.6%	6.8%
RESERVED CODES:				
MISSING.....	8	33	3.2%	(MISS)
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSCTRL — Tape Pos: 354-354, Format: I1

GSCTRL SCHOOL CONTROL COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Public school.....	1	802	77.5%	68.6%
Catholic school.....	2	105	10.1%	18.1%
Private, Other Religious Affiliation.....	3	68	6.6%	10.4%
Private, No Religious Affiliation.....	4	60	5.8%	3.7%
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question BYSCENRL — Tape Pos: 355-356, Format: I1

BYSCENRL TOTAL SCHOOL ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1-199 students.....	1	81	7.8%	26.6%
200-399.....	2	204	19.7%	33.4%
400-599.....	3	243	23.5%	19.7%
600-799.....	4	213	20.6%	10.2%
800-999.....	5	138	13.3%	5.6%
1000-1199.....	6	76	7.3%	2.3%
1200+.....	7	80	7.7%	1.8%
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSENROL — Tape Pos: 357-358, Format: I1

GSENROL 6TH GRADE ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1-49 student.....	1	218	21.1%	55.7%
50-99.....	2	151	14.6%	15.7%
100-199.....	3	218	21.1%	13.9%
200-299.....	4	203	19.6%	8.4%
300-399.....	5	132	12.8%	3.9%
400+.....	6	113	10.9%	2.4%
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSURBAN — Tape Pos: 359-359, Format: I1

GSURBAN URBANICITY COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Urban.....	1	309	29.9%	25.1%
Suburban.....	2	432	41.7%	37.3%
Rural.....	3	294	28.4%	37.6%
TOTALS:		1035	100.0%	100.0%

Question GSREGON Tape Pos: 256-256 Format: I1

GSREGON COMPOSITE GEOGRAPHIC REGION OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Northeast - New England and Middle Atlantic states	1	214	20.7%	18.9%
North Central - East North Central and West North Central states	2	266	25.7%	32.6%
South - South Atlantic, East South Central, and West South Central states	3	356	34.4%	29.5%
West - Mountains and Pacific states	4	197	19.0%	18.9%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSMINOR Tape Pos: 258-259 Format: I1

GSMINOR PERCENT MINORITY IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	151	14.6%	36.3%
1-5%	1	218	21.1%	20.0%
6-10%	2	112	10.8%	8.2%
11-20%	3	129	12.5%	9.9%
21-40%	4	154	14.9%	9.8%
41-60%	5	88	8.5%	5.8%
61-90%	6	89	8.6%	5.8%
91-100%	7	83	8.0%	6.5%
RESERVED CODES:				
MISSING	8	11	1.1%	(MISS)
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSLUNCH Tape Pos: 260-260 Format: I1

GSLUNCH PERCENT FREE LUNCH IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	198	19.2%	33.2%
1-5%	1	130	12.6%	10.8%
6-10%	2	101	9.8%	7.8%
11-20%	3	161	15.6%	12.9%
21-30%	4	137	13.2%	10.3%
31-50%	5	156	15.1%	13.6%
51-75%	6	96	9.3%	7.3%
76-100%	7	52	5.0%	4.1%
RESERVED CODES:				
MISSING	8	3	.3%	(MISS)
TOTALS:		1035	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GSSUBS Tape Pos: 261-262 Format: A2

GSSUBS SUBJECT CODES

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Math and English	ME	279	27.0%	24.6%
Math and Social Studies/ History	MH	238	23.0%	22.5%
Science and English	SE	240	23.2%	23.9%
Science and Social Studies/ History	SH	257	24.8%	26.9%
	98	21	2.0%	2.1%
TOTALS:		1035	100.0%	100.0%

Question BYSCORG2 Tape Pos: 263-263 Format: I1

BYSCORG2 SCHOOL ORGANIZATION COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SELF-CONTAINED CLASS -- students are taught all of their academic subjects by one teacher	1	25	2.4%	8.2%
DEPARTMENTALIZED -- students are taught each of their academic subjects by a different teacher	2	852	82.3%	67.7%
SEMI-DEPARTMENTALIZED -- students are taught their academic subjects by only 2 or 3 different teachers	3	129	12.5%	23.1%
RESERVED CODES:				
MISSING	8	29	2.8%	(MISS)
TOTALS:		1035	100.0%	100.0%

Question BYRATIO Tape Pos: 264-265 Format: I2

BYRATIO COMPOSITE STUDENT-TEACHER RATIO

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
10 and below	10	73	7.1%	7.0%
	11	38	3.7%	6.1%
	12	29	2.8%	2.8%
	13	72	7.0%	6.3%
	14	81	7.8%	7.1%
	15	83	8.0%	7.8%
	16	99	9.6%	9.5%
	17	70	6.8%	6.8%
	18	90	8.7%	6.8%
	19	69	6.7%	7.1%
	20	55	5.3%	6.1%
	21	51	4.9%	3.4%
	22	38	3.7%	3.3%
	23	44	4.3%	4.8%
	24	24	2.3%	2.3%
	25	26	2.5%	2.6%
	26	23	2.2%	4.7%
	27	14	1.4%	2.2%
	28	15	1.4%	1.3%
	29	9	.9%	.8%
30 and above	30	22	2.1%	3.8%
TOTALS:		1035	100.0%	100.0%